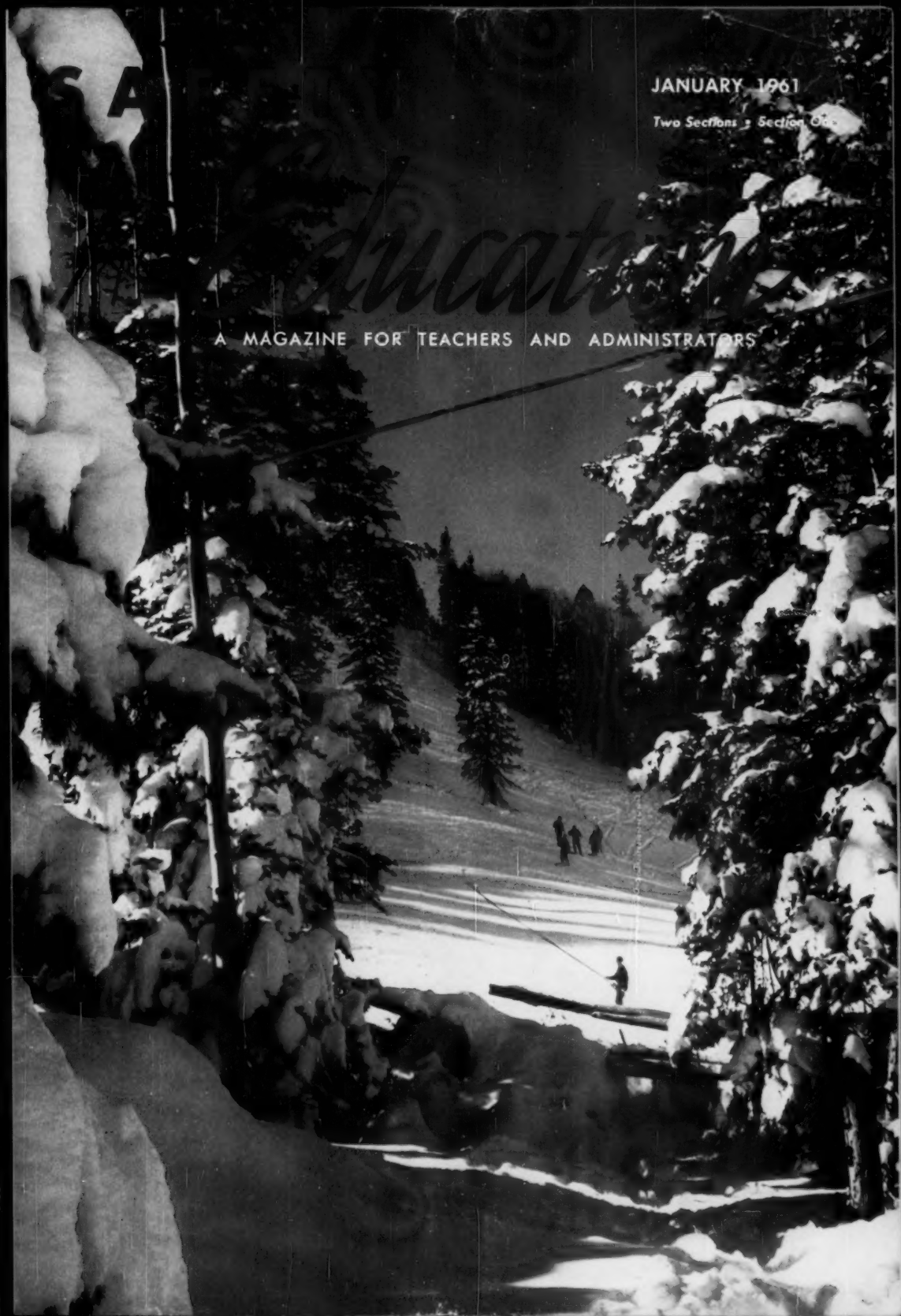
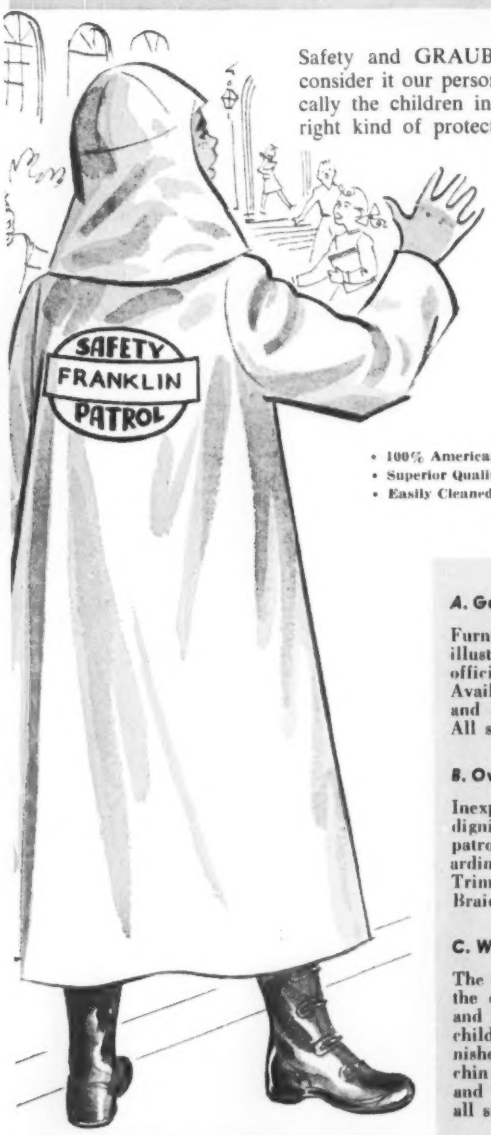

JANUARY 1961
Two Sections : Section One
A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Your Children's Safety is Our Business!



Safety and GRAUBARDS' have always been synonymous. We consider it our personal responsibility to see that the public, specifically the children in our schools, are protected by the use of the right kind of protective equipment. We carry a complete line of safety patrol items. Let us help you enforce traffic rules in your home town and school!

High Visibility All Rubber

RAINCOAT SETS

Available in WHITE, YELLOW and BLACK. Personalized with your School or City Name as illustrated or with Insignia of Lions, Kiwanis, Rotary, Legion, and others.

"Approved for complete rain protection by Safety Councils, Auto Clubs, School Authorities, Police Depts., P.T.A. and Civic organizations throughout the Nation."

- 100% American Rubber
- Superior Quality
- Easily Cleaned
- Completely Vulcanized
- High Visibility
- Full Cut "Patrol" Sizes
- Absolutely Waterproof
- Suitable in All Seasons
- Complete Rain Protection

A. Gabardine 8-Point Caps No. 70

Furnished in eight point style as illustrated with strap. Gives an official, distinctive appearance. Available in navy blue from stock and all other colors on request. All sizes.

B. Overseas Caps No. 80

Inexpensive Caps that will lend dignity and uniformity to your patrol. Made of top quality Gabardine, with leather sweatbands. Trimmed with contrasting color Braid. All sizes.

C. White Plastic Helmet No. 90

The newest item in assuring both the dignity of the patrol member and the respect of the younger children. Fibre plastic helmet furnished in solid white, including chin trap and adjustable leather and web head band. Adjustable to all sizes.

GRAUBARD'S

236 HIGH STREET
NEWARK 2, NEW JERSEY

WRITE for our complete catalog SAMPLES submitted upon request without obligation

AMERICA'S largest safety patrol outfitters—serving schools, institutions, and municipalities in the United States for over 25 years. . . .

SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS
Volume XL No. 5 January, 1961

Editor
Nancy Nupuf Margolis

Assistant Editor
Cynthia Browne

Photographer
James B. Lehman

Features . . .

"Never Again" ... *Norma E. Kibbe* ... 3
School and College Conference ... 4
Principles Pay Dual Dividends ... *John Gabriel Navarra* ... 6
Freak Squeaks of 1960 ... *Paul Jones* ... 10
Industry Challenges Schools ... *Earle S. Hannaford* ... 12
No Curriculum Is Too Crowded ... *Joseph P. Pusateri* ... 16
Students' Role in Our Changing Times ... *Ruth Higgins* ... 18
Ski for Fun ... *Warren E. Gilbertson* ... 20
Standards of the State ... *Lewis Spears* ... 23
Lifting, Carrying, Lowering Inanimate Objects ... *safety education data sheet no. 7 rev.* ... 25

Departments . . .

Mail Box ... 2
Bulletin Board ... 9
Elementary Safety Lessons ... 31
Secondary Safety Lessons ... 35
Title Page ... 39
Editorial ... 40

COVER
Taos Ski Valley
New Mexico
Photo: Santa Fe Railway

Chartered by the Congress of the United States

Walter F. Carey, Chairman, Board of Directors. (President, Automobile Carriers Inc., Flint, Mich.)
Howard Pyle, President, Chairman of the Trustees.
George C. Stewart, Executive Vice President.
Lowell B. Fisher, Vice President for Schools and Colleges.
R. L. Forney, Secretary and Treasurer.
Wayne P. Hughes, Director, School and College Department.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Statements and opinions in signed articles are personal expressions of the authors, not necessarily those of the National Safety Council.

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Copyright, 1960, by the National Safety Council. Printed in the U.S.A. Subscription (net price) $3.75 a year. Reduced prices for quantity orders.

Mail Box

Safety lessons helpful

Albany, N. Y.—We are very pleased to see the article "Who's Liable?" in the October issue. Mr. Conway is quite active in our university safety program.

We have recently increased our standing order for your safety lessons. I thought you might like to know the teachers at our 11 campus schools find them most helpful.

James F. Nihan
State University of New York

New danger?

Albany, N. Y.—I was surprised that you were interested in reprinting "Soliloquy of a Pyromaniac" (November). Although the title would indicate a direct contact with an open flame, it actually deals with a teacher stifling the intellectual flame. Perhaps there is danger in this, too, and should be treated in a safety magazine.

H. David Van Dyck
New York State Education

For driver educators

Austin, Tex.—The November issue has an excellent article: "Troubled in Class—Trouble on the Road." Information contained in this article can be most helpful in all driver education programs.

Lewis Spears
Texas Education Agency

Lorenzo, Tex.—As I read the nice article by Lucy Bishop in your November issue, a question came to mind. Number 7 of "As a good bus citizen, I will try to remember, everyday to:" Miss Bishop says, "Walk in front of the bus when I cross the road."

We have been taught for years that pupils should walk to the rear of the bus when they must cross the road. The child has a clear view to the rear before crossing the road if he crosses to the rear, but not so if he crosses in front of the bus. Please advise me if our thinking is contrary to accepted safety practices.

W. O. Cherry
Superintendent

Ed. Note: Crossing highways from school buses is the greatest hazard facing school bus passengers. Since the widespread adoption of the Uniform Vehicle Code with its recommendation that all vehicles stop when a school bus stops to pick up or discharge passengers, the National Safety Council recommends that pupils alighting step in front of the bus and wait until the driver signals that it is safe to cross. The driver has a clearer view and can protect the children better from the front. However, this procedure is unique to school buses and does not apply to other traffic situations. Pupil education should teach youngsters to watch for oncoming traffic themselves. Because state laws vary, it is advisable to contact your state department of education for local regulations.

For everyone

Evanston, Ill.—The article "State Aid for Driver Education" in the November issue is an excellent round-up of the situation in this area. We think it would be interesting to all readers of *Traffic Digest and Review.*

Robert S. Nelson
Editor

Coming Features Next Month

▸ If you're preparing safety education materials, you might get some tips from the author of the safety lessons.

▸ Unique eye safety program launched in one city's junior and senior high schools.

▸ How pupils and parents worked together to strengthen a school accident prevention program.

▸ Are your school safety activities doing what you want them to? Some realistic criteria will be outlined so you can judge for yourself.

▸ Should the same teacher teach both classroom and behind the wheel driver education? Read what forum members have to say.

▸ Who's promoting driver education in your locality? They'll need facts and they'll find many in a special feature on driver education.

True Life Confessions

"Never Again"

by Norma E. Kibbe

ONCE again it was time for the local fire marshal and other school and town officials to come to observe fire drills in the various elementary schools.

The officials came to our primary school, comprised of 13 rooms filled with kindergarten through grade three, without notice. Thus, when the fire marshal approached me and reminded me that it was time for a fire drill, I thought, "How can I inform the teachers so that they can have a smoothly run fire drill the way they always do? They are always notified ahead of time and thus when the alarm sounds the children get up from their seats in an orderly manner and file out and can always clear the building in 50 seconds."

Once again he said, "Let's have a fire drill." With visions in my mind of how the kindergarteners were just getting ready to go home, of the first graders taking their turns to go to the lavatory to prepare themselves for lunch, I turned the key to sound the fire alarm.

That is when bedlam broke loose! The fire marshal and I stood by the front door and after he asked me why the children didn't come, I darted around the corner and there they were —the first class that should come out was lining up along the wall for an air raid drill. When I called for them to move, they did—right into the path of the class passing them. As they approached the three front doors, the children found one door open. Did anyone open the other two which, incidentally, are always opened when the fire drills are rehearsed? They did not. The children jammed to get out the one door. I stopped yelling and flailing my arms long enough to open the other two doors. When I did, the children started running out. This caused the fire marshal to react. He started yelling, "Don't run." Meanwhile the teachers joined in by calling, "Hurry up," "Hurry up," "Don't run."

There was also plenty of activity by the back door. One of the first grade classes was in the lavatories. The siren scared them out. Even though the teacher told them to keep going out the back door, one child left the line to get his hat and coat. In another first grade room, the teacher later told how her noisiest, most disruptive pupil in the class was so scared that he grabbed his desk and refused to move. In her words, "He was the quietest that he had been so far this school year."

One kindergarten teacher who has her own classroom entrance told her children to go out the door as the siren was sounding. One of the children called that it wouldn't open. So she went over and threw herself against the door. The door opened quicker than she expected. The children followed.

After the building was evacuated, the visiting dignitaries left. Once the children were back in the building I went to my quiet office thinking, "Never again will there be another rehearsed fire drill in this building. This was a perfect example of what can happen when it is impossible to forewarn the teachers and children. Then, too, in the case of an actual fire, this could have happened!!"

It is hoped that the reader will benefit from our embarrassing and not to be forgotten experience●

Norma Kibbe is principal, Percival S. Barnes School, East Hartford, Conn.

Presenting—

School and College

Executive Committee Officers

LOWELL B. FISHER
Chairman
North Central Association
of Colleges and
Secondary Schools

LESLIE SILVERNALE
Assistant Director
Traffic Safety Institute
Michigan State University

HAROLD K. JACK
Director
Health, Physical Education
and Recreation
Temple University

BERNARD I. LOFT
Associate Professor
Department of Health,
Physical Education and
Recreation
Indiana University

DALIBOR W. KRALOVEC
Assistant Director
in Charge of Safety
Philadelphia Board of
Education

CHARLES R. LEMMEL
Supervisor
Driver Education
Delaware Department of
Public Instruction

NORMAN GORE
Assistant Superintendent
of Schools
Decatur, Illinois

Conference Members

LYNN M. BARTLETT
Superintendent
Michigan Department of Public Instruction

W. W. BAUER, M.D.
Director
Bureau of Health Education
American Medical Association

OLIVE S. BERG
Supervisor
Elementary Education
South Dakota Department of Public
Instruction

LIVINGSTON L. BLAIR
Deputy Director
Junior Red Cross and Educational
Relations
American National Red Cross

NORMAN E. BORGERSON
Formerly, Michigan Department Public
Instruction

EARL H. BREON
Assistant Director
Safety Services and First Aid
American National Red Cross

LEON BRODY
Director
Research and Publication
Center for Safety Education
New York University

RUSSELL I. BROWN
President
Insurance Institute for Highway Safety

PERCY BUGBEE
General Manager
National F Protection Association

LOWELL BURKETT
Assistant Executive Secretary
American Vocational Association

HAROLD O. CARLTON
Driver Education Consultant
American Automobile Association

LEWIS CLARK
Director of Safety
Lansing, Michigan Public Schools

LOIS CLARK
Assistant Executive Secretary
Department of Rural Education
National Education Association

EDMUND CROSBY
Industrial Education Department
University of Maryland

WALTER A. CUTTER
Director
Center for Safety Education
New York University

REV. O'NEIL C. D'AMOUR
Associate Superintendent
School Superintendent's Department
The National Catholic Educational
Association

M. R. DARLINGTON, JR.
Managing Director
Auto-Industries Highway Safety
Committee

JOHN DeCARLO
Manager
Education Service
Chrysler Corporation

SISTER MARY DONATA, O. S. F.
Head
Home Economics Department
The Cardinal Stritch College

C. B. FAGAN
Executive Secretary
National Federation of State High
School Athletic Associations

A. E. "JOE" FLORIO
Professor of Safety Education
University of Illinois

CHARLES W. FOSTER
Executive Secretary
Association of School Business Officials

ROBERT FRAZIER, M.D.
Assistant Executive Secretary
American Academy of Pediatrics

LONNIE GILLILAND
Director of Safety Education
Oklahoma City, Okla., Public Schools

MONSIGNOR EDMUND GOEBEL
Superintendent of Schools
Archdiocese of Milwaukee

FRED V. HEIN
Consultant
Health Education and Physical Fitness
American Medical Association

RUTH HIGGINS
Principal
Frayser Elementary School
Louisville, Kentucky

JOHN W. HILL
Director
Workmen's Compensation Insurance
Texas A&M College System

MILDRED HORTON
Executive Secretary
American Home Economics Association

ROBERT HOWEY
National Vo-Ag Teachers Association

WAYNE P. HUGHES
Director
School and College Department
National Safety Council

Conference

R. W. JONES
Driver Education and Safety
Keokuk, Iowa Public Schools

EDWARD R. KLAMM
Manager
Accident Prevention Division
Allstate Insurance Company

HOWARD A. LATTA
Principal
Webster Groves High School
Webster Groves, Missouri

HARRY M. LODGE
Superintendent
Illinois Conference of Seventh-Day Adventists

FRANK P. LOWREY
Assistant Managing Director
Auto-Industries Highway Safety Committee

JAMES W. MANN
Principal
Hubbard Woods School
Winnetka, Illinois

STANLEY A. MATE
Hunter Safety Program
National Rifle Association

G. M. MATHEWS
Associate Secretary
Department of Education
General Conference of Seventh-Day Adventists

EARL O. MILLER
Manager
Safety and Health Department
U. S. Junior Chamber of Commerce

M. D. MOBLEY
Executive Secretary
American Vocational Association

JOHN MORRIS
Safety Coordinator
University of Illinois

WENZEL MORRIS
Supervisor
Driver Education
Nationwide Insurance

AMOS NEYHART
Administrative Head
Institute of Public Safety
Pennsylvania State University

F. R. NOFFSINGER
Training Division
Traffic Institute
Northwestern University

G. P. O'CONNELL
Assistant Director
Educational Relations Section
General Motors Corporation

JAMES E. O'NEIL
Director
Industrial Service
National Society for the Prevention of Blindness

BERNARD OOSTING
Business Manager
Hinsdale, Illinois Public Schools

RALPH PETERS
Vice President
U. S. Junior Chamber of Commerce

H. V. PORTER
Executive Secretary
National Federation of State High School Athletic Associations

MICHAEL RADOCK
Manager
Educational Affairs Department
Ford Motor Company

PERRY SANDELL
Director
Bureau of Dental Health Education
American Dental Association

ELSA SCHNEIDER
Specialist
Department of Health, Education and Welfare
Washington, D. C.

WILLIAM A. SHANNON
Executive Director
National School Boards Assn., Inc.

GEORGE SILVERWOOD
Director of Safety
Green Bay, Wisconsin Public Schools

RAY E. SMITH
Director of Physical Welfare
Moline, Illinois Public Schools

LEWIS SPEARS
Consultant in Safety
Texas Education Agency

HERBERT J. STACK
Center for Safety Education
New York University

MARLAND K. STRASSER
Associate Professor
San Jose State College

J. E. TePOORTEN
Coordinator
Wisconsin Schools of Vocational and Adult Education

MRS. D. J. THOMPSON
Safety Chairman
Elmhurst, Illinois, PTA

RICHARD TOLSMA
Oak Park, Ill.

FRED S. VORSANGER
Business Manager
American Council on Education

MARY WEEKS
Health and Safety Adviser
Girl Scouts of the United States of America

F. W. WESTERVELT, JR.
Manager
Public Relations Department
The National Board of Fire Underwriters

J. C. WRIGHT
Iowa Superintendent of Public Instruction

MARY MAY WYMAN
Supervisor
Safety and Special Education
Louisville, Kentucky

ROBERT B. ZIMMERMAN
Director
Elementary Education
Springfield, Illinois, Public Schools

Executive Committee Members

PAUL MILLER
Director
Educational Relations
Office of Civil and Defense Mobilization

J. DUKE ELKOW
Professor
Health Education
Brooklyn College

ZENAS R. CLARK
Administrative Assistant
Wilmington, Del., Public Schools

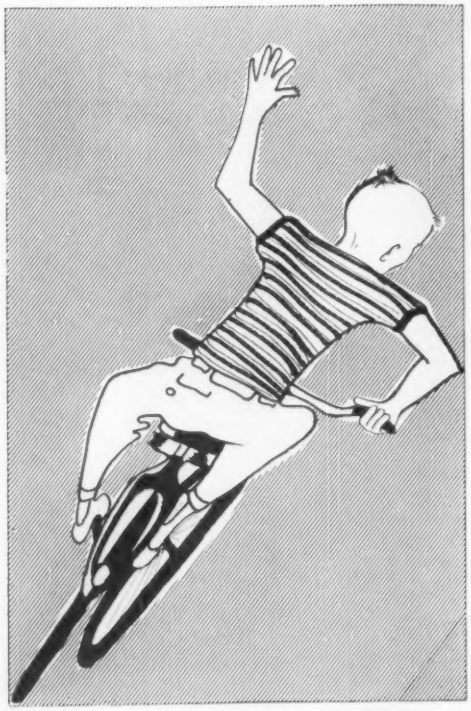
DEWEY BARICH
President
Detroit Institute of Technology

WILLARD ZAHN
Dean
College of Education
Temple University

MRS. P. D. BEVIL
Chairman
Safety Committee
National Congress of Parents and Teachers

DEANE W. MALOTT
President
Cornell University

ALFRED L. PAPILLON
Associate Professor of Education
De Paul University



Principles

Through experiments, students gain an understanding of science and the know-how to spot hazards and ward off accidents.

by John Gabriel Navarra

THERE is no simple panacea for the "accident problem." However, an analysis of types of student accidents tends to indicate that many are related to a lack of understanding with respect to the consequences of certain actions and activities. And it is with this causative factor—*lack of understanding*—that the school must concern itself.

A significant aspect of instruction in science is the development of functional information. Content which purports to be functional must, to some measure, deal with the health, welfare and safety of the individual.

The usual references made to science and safety deal with fire, electric wiring, and a host of related items. Let it be clear—there is no intention to disregard these items. However, let's examine some of the concepts which relate to rather common accidents and which deal with principles not developed in the usual references to science and safety.

Balance. Bicycles are common vehicles used by elementary school children. The skinned knee or the bruised elbow usually results as the "curve is taken." Many such accidents which occur are a result of the loss of balance. Most children learn instinctively that as a bicycle is ridden around a curve, you must lean inward toward the center of the circle in which you are moving. What they fail to realize is that there is a centrifugal force exerted on you as you try to make the curve. The faster you travel, the more you must lean inward. Centrifugal force increases with your velocity.

The fact exists: Accidents occur as bicycles are used. What concepts relating to the forces operating on bicycles ought to be taught? If these principles and concepts are taught will the accident rate with respect to bicycles decrease? What is the responsibility of the school?

John Navarra is professor and chairman of the Science Department, Jersey City State College, N. J.

Pay Dual Dividends

Stability. If a canoe or another type boat is tipped from an upright position, will it overturn? Why is it dangerous to stand up in a canoe? What accidents are related to boating and summer fun in the water? Could a certain percentage of these accidents have been avoided with proper understanding? In the normal course of instruction in science, could some of these understandings be developed?

Most children recognize a good canoe or boat. Many subtle points which allow for safe operation involve easily understood scientific principles: a boat floats on the water. But a portion of it submerges and displaces an amount of water equal to the weight of the boat. When the load is increased, the boat drops deeper in the water. The stability of a boat depends on the relative positions of the *center of gravity* and the *center of buoyancy*. Both concepts are related to simple physical ideas and experiments which can be developed with elementary school children.

Motion. Many accidents involving automobiles, bicycles and other moving vehicles are related to stopping-distances after the brakes are set. The usual teaching approach is to show diagrams and talk about stopping-distances in an academic way. It may seem facetious, however, some experimentation would be much more effective. Quite significant experimentation can be conducted with a bicycle equipped with a speedometer. A stop-watch and a measuring tape can provide the students with some very important data. Such experimentation can be conducted under quite rigid and safe controls. It certainly can provide for a more significant discussion of the same problem with respect to automobiles and other moving vehicles.

Many of the more formal physical principles such as acceleration, distances traveled with constant acceleration, deceleration and how the stopping-distance depends on velocity can contribute significantly to behavioral changes in the operation of these vehicles. Reaction time becomes a real concern when you have been unexpectedly confronted with a situation and you have been "measured" and "recorded." Information relating to friction becomes much more germane to the understanding of the concepts when there has been the personal involvement in safe experimentation. The condition of the roadway—wet or dry concrete, packed snow, or ice make quite a difference in the stopping-distances!

The School's Responsibility

Check your *Accidents Facts*. Survey your own school. No district is without its accidents!

When a child falls from a canoe, trouble can result! It may occur at an outdoor camp or while he is with his parents at a picnic. But, in any event, the cause of the accident resulted when a *force* pushed the child from the canoe and another *force* pushed the canoe backward. Similar forces of action and reaction exist when a truck collides with an automobile. Under whose auspices do the children become aware of such forces and the consequences of such actions?

Safety must never be considered a peripheral activity of the school. It must become an intrinsic facet of the school's concern and responsibility!

Safety must be based on understanding. The school is the agency charged specifically with developing a firm foundation of intelligent understanding for effective citizenship among all our children. It would seem that the school has a significant contribution to make to the health, welfare and safety of all citizens. Along with the many other pressures and concerns of the day—dedicated educators are rising to the challenge of *waste at its worst*●

Plants Can Be Poisonous

A PHARMACOLOGIST has listed more than 100 household or garden plants which contain poison. In an issue of a standard seed catalogue, he counted 54 harmful plants.

There is enough poison in a 10-cent packet of castor bean seeds to kill five children. One tulip bulb contains enough poison to kill a man. Sweet peas contain a poison that causes a form of paralysis, seldom fatal but can keep a victim bedridden for months. There is a poison in "elephant ears" that causes a painful swelling of the mucous membranes of the mouth, tongue and throat. "Dumb cane" has that name because chewing the leaf can cause your mouth to swell to where speech is impossible. Even honey, made by bees in an area grown with rhododendron and mountain laurel, has been found to be poisonous.

There is no reason, of course, to stop growing beautiful flowers just because some contain poison. But, says the Seattle-King County Safety Council, avoid the common habit of chewing on a bit of leaf or a stalk. Remember to impress youngsters with the fact that it is very dangerous to put leaves or stems of plants into their mouths. Above all—don't store plant bulbs where children can get at them.

Below is a list of poisonous cultivated plants. Those marked with an asterisk can be fatal if taken in quantities which a young child might eat.

Plant	*Poisonous part*
*Elephant ear	Any
*Narcissus	Bulb
*Four O'Clock	Root, seed
Cyclamen	Tuber
*Ivy	Leaves
*Potato	Seeds, sprouts
*Pimpernel	Any
*Oleander	Leaves
*Lily-of-valley	Any
*Burning Bush	Leaves
Sweet pea	Stem
*Jimson weed	Any
*Rhododendron	Any
*Dumb Cane	Any
Spider Lily	Bulb
*Iris	Underground stem
Pinks	Seed
*Mock Orange	Fruit
*Spanish Bayonet	Root
*Bittersweet	Berry
*Castor Bean	Seed
*Foxglove	Leaves
*Scotch Broom	Seed
*Bluebonnets	Seed
*Tulip	Bulb
*Mountain Laurel	Any
*Monkshood	Root

TV Hazards

CLASSROOM television sets could be safer, according to a survey of the most common hazards of classroom TV receivers.

The five year survey of 3,000 schools and colleges was conducted by Transvision Electronics, Inc. The six major hazards encountered in the survey are:

1. Flying glass—If a TV set tips over, the conventional safety glass in the picture tube can explode like a hand grenade in the classroom.
2. Set falling on student—Because most classroom TV receivers are moved about on high, mobile stands, the set can fall on a student.
3. Electric shock—A student's curiosity often leads to his tampering with the TV set. Since he can usually reach inside, he exposes himself to possible electrical shock.
4. Line cord shock—Because line cords on TV receivers are flimsy, metal conductors can become exposed as a result of wear and expose students to possible shock.
5. Shock from metal cabinets—Since metal cabinets can conduct electricity, the cabinet can become "hot" electrically. People actually have been executed by "hot" cabinets.
6. "Hot" chassis—The chassis is "hot" electrically in sets that do not have power transformer-type power supplies●

BULLETIN BOARD

He paid his nickel

Ought an elephant take up a parking space, even though he's paid his nickel? That problem faced London traffic officials after a complaint from an irate motorist. Actually, the animal was advertising a children's benefit circus. He probably was taken away when his time ran out—but the motorist lost a parking place.

Miami methods

"Dear Crossing" is the sign warning Miami drivers they're nearing a school zone. It replaced the 15 mph speed limit signs and a gadget that pedestrians flick to turn signal lights red replaced crossing guards. Miami officials also painted school crosswalks, signs and signal lights a fluorescent red-orange, visible for 600 feet. They think these helped chalk up a perfect record: not one child was hurt crossing streets around schools last year.

To save eyesight

A Junior Wise Owl Club of America was organized to promote eye safety among youth. Made up of boys and girls who credit shatterproof lenses for saving their eyesight in an accident, the club aims to get teens and pre-teens to replace regular glasses with the shatterproof type.

New icicle dangers

Icicles hanging from roofs present more than the hazard of falling on someone. In Des Moines, Iowa, a home fire was started by sun rays concentrated after passing through an icicle outside the window.

Battery trouble

Do-it-yourself auto repairmen should remember to first take off watches and rings. ***Consumers Bulletin*** reported a case where a man received a severe burn while working on his car. The metal band of his watch short-circuited his car's battery. The band became red hot and burned his wrist.

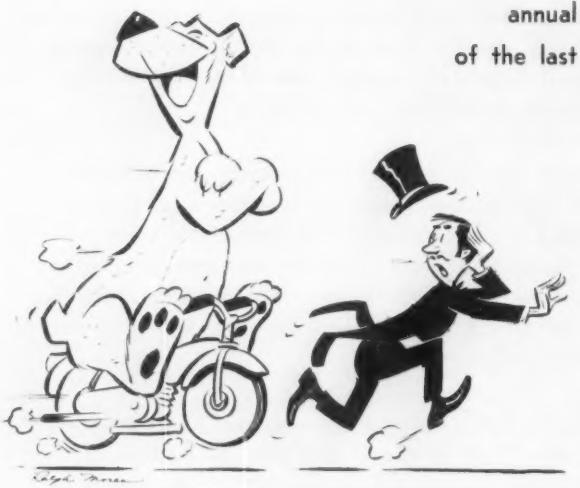
Good idea for others

A ***Guide to Boston for the Handicapped*** helps disabled people to take advantage of the many attractions in Boston. The guide describes various hotels, stores, restaurants, museums, theaters and other points of interest which have facilities to aid those who are handicapped by age or disability. Included are widths of doorways, number of stairs, rest room locations and space reserved for wheelchairs in the case of theaters.

FREAK SQUEAKS OF 1960

Here's the National Safety Council's annual roundup of odd accidents of the last 12 months.

by Paul Jones



SO the big news of the year was the presidential election? Or maybe the space race? Or Cuba? Or the U. N. fracas? Well, not necessarily. At least not to Walter Klauser, nor to Richard Siewertsen, nor to Marie Rarrick or Richard Taylor.

For please be informed, friends, that—Klauser was run down by a bear on a motorcycle; Siewertsen was run over by a house; Marie Rarrick's car was smacked by a moving tree, and Taylor reached up and caught a baby flying through space as neatly as Mickey Mantle would reach up and catch a fly ball.

See now why the election and those other top stories had to share the headlines?

The oddities listed above were only a few of the weird and wacky wonders uncovered by the National Safety Council in its annual roundup of accidental absurdities. The dizzy details:

The case of the Bumptious Bear occurred in Miami Beach, Fla., where a big furry showoff was grandly riding a motorcycle around a ring in the Ringling Bros., Barnum & Bailey circus. Giddy with pride, he lost control, veered into trainer Walter Klauser, sent him to the hospital with leg injuries. The bungling bruin barely managed to retain his driver license.

Practically the last thing in the world Richard Siewertsen, of Detroit, had planned to do one day last June was to be run over by a house. But he was. Riding atop the house as it was being moved down the street, Dick hopped off, tried to jump back on, missed—and the house ran over his foot. He is now a great believer in home safety.

When Marie Rarrick reported dutifully to Toledo, Ohio, police that a tree had swerved around a corner and rammed her car, the offi-

Paul Jones is director of special projects, National Safety Council.

cers were understandably skeptical until she explained that the tree was on a city truck. Then they got down to the roots of the case.

As Richard Taylor strolled back to his office from lunch in Seattle one day last April, he heard a baby cry and looked up to see 16-month-old Richard Hudson came sailing out of a third-story window. Taylor did what came naturally. He dashed over and caught the child just before the plunging boy hit the pavement. Young Ricky was unharmed. Taylor was shook up.

Every eager baton twirler tries to develop a specialty in his routine that will make him stand out. Teenager Keith Hodges did just that during a parade in Santa Barbara, Calif., when his glistening baton, flipped exultantly high in the air, encountered a wind gust, took off and conked the Hon. Edmund G. Brown, governor of California, smack on the head. Keith felt worse than the governor did.

In the Harbor Inn restaurant in New York City a patron put a nickel in the juke box to hear "There'll Be a Hot Time in the Old Town Tonight." There was. The juke box caught fire.

A Deer and a deer tangled on the highway near Columbus, Ind. One of the parties involved—Donald Deer, of Indianapolis—reported the accident to police and ruefully exhibited his damaged car. Police didn't get the name of the other deer—a big buck which dashed in front of Donald Deer's car—because he fled from the scene of the accident. Oh, dear.

Anthony Scarrott, of Bath, England, is really a bouncing baby boy. The 22-month-old youngster tumbled out of his carriage. He bounced up, ambled into a coal chute, fell 11 feet into a cellar. He bounced up again, tottered toward the door, walked through, and plunged into the River Avon. The water wasn't hard enough for him to bounce, so he submitted to rescue by a neighbor. He suffered only minor bruises —and of course bounced right back to health.

In Fort Worth, Tex., A. C. Reid, Jr., treated for a bump on the head, explained he had been waiting for an elevator in an office building and had opened the safety door to see if it was coming. It was.

In Red Bluff, Calif., Janet Thomas was shot by her horse, aided by a porcupine. Janet was riding the horse when the porcupine fell out of a tree. The horse reared. As Janet fell, she dropped her rifle. The horse stepped on it, and Janet was shot in the leg. She now uses the family car.

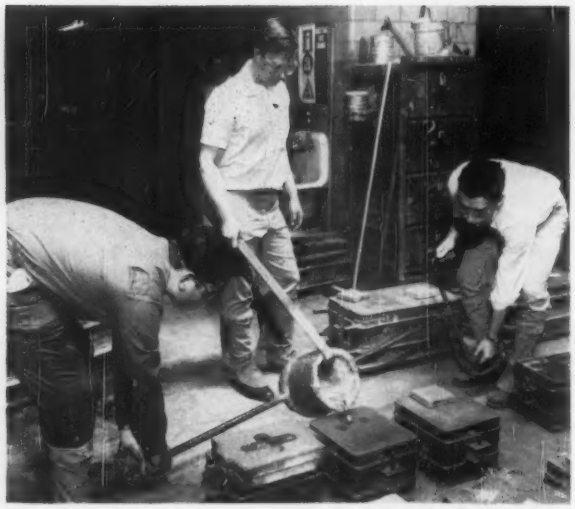
After many years and half a million miles of accident-free driving, salesman Reed E. Very, of Florissant, Mo., finally rammed his company car into the rear of another vehicle. It was his own car, driven by his wife, who had stopped suddenly at an intersection. Both husband and wife were Very, Very embarrassed.

Mrs. James C. Tate, of Dallas, Tex., got a compact car the hard way. She ran her auto into a truck and another truck hit her from the rear.

The next time you ladies have trouble parking, take solace from the experience of Mrs. Rubie Johnson, of San Francisco. Attempting to park her car in a garage attached to her home, Mrs. J. hit the gas pedal instead of the brake. She crashed through the garage, rammed into the basement, tore out the rear wall, careened across the back yard, knocked down a fence, ruined the car—and gave the neighbors something to talk about for months.

When police of Port Credit, Ont., investigated the highway accident of Harold Herbert, they found him as white as a ghost. His car had gone out of control and hit a culvert, tossing him out. The car trunk burst open. A can of white paint came flying out, and the lid came off. Herbert got a broken ankle and a real good paint job.

Sure, there was a national election in 1960, and a lot of other big news. But honestly, now, don't you think the items you have just read were a little newsy, too?



Industry

Educating future workers takes joint effort. Here's how safety on the job can begin in schools.

by Earle S. Hannaford

DURING the 1960's it is estimated that 2,600,000 new people will enter industry each year—a total of 26,000,000 for the 10 year period. This is a tremendous safety challenge to both industry and schools and colleges because injuries to new employees occur at two to three times the rate for experienced employees.

About two-thirds of our waking hours between the ages of five and 65 are devoted to work and one-third to schooling. Thus industry has a vital and compelling interest in safety in the schools and colleges from which we graduate into our working careers. Obviously, the environmental set for safety developed during school years is of critical importance.

Before discussing what industry expects of schools and colleges and the channels through which industry can and is cooperating with safety in schools and colleges, I want to comment on the National Conference held in April, 1959, by the Office of Education on the schools' contribution to occupational safety through shop safety programs. This conference performed a monumental service by establishing the bench marks and signposts for action.

A few recommendations which have the potential for action in terms of activities through which industry can contribute most effectively and directly from its own experience and operations are:

1. Stimulation for organizing student safety committees in all school shops. A definite, practical plan and guide for safety committee operation should be developed by interested lay groups.

2. School shop safety programs should be organized at the community level. This responsibility should rest with school administrators and school boards.

3. Each state department of education should have the legal authority to require district-wide school shop accident reporting, using the National Safety Council's Standard Accident Report Form or other suitable forms so consolidation, analysis and national statistical use are possible.

4. Administrative and teacher support at all educational levels should be encouraged to develop an adequate program of safety education.

5. The Industrial Conference of the National Safety Council, the American Society of Safety Engineers and other organized safety groups and associations should work with school authorities in promoting school shop safety and safety education. A few activities for use at the local level are:

   a. Arranging for safety specialists to speak to classes on shop safety topics.
   b. Arranging for safety specialists to serve on school appointed safety inspection teams.
   c. Securing safety materials and teaching aids.
   d. Carrying out activities determined to be mutually helpful to local shop and school safety programs.

So far, we've discussed what the schools can expect from industry. Now let's look at the other side of the coin—what industry expects of the schools in safety education. Possibly the words "expects of the schools" are too demanding. Maybe I should say "hopes for from the

Earle Hannaford is safety engineer, American Telephone and Telegraph Co., New York, N. Y.

Challenges Schools

schools" because all industry can do is to offer help and cooperation.

Industry would like the schools and colleges to send us graduates who:

1. Have good attitudes toward safety derived from actual training in and practice of safe living in their school and other activities.

2. Know and appreciate that safety will be required of them when they take a job in industry in just the same way as they are expected to be proficient in the other skills they learned in school.

3. Have a record of accident-free performance in all school work and activities, including vocational and shop work.

4. Have had teachers whose sincere interest in and knowledge of safety have caused them to integrate it into all phases of student work and activities.

5. Have learned self-discipline and have been taught to understand and live with authority.

Now these things that industry would like from the schools and colleges from a safety standpoint are not strictly from Cloud Nine. They have a basis in fact. Facts accumulated the hard way from serious injuries and yes, deaths.

Let me quote you some of the conclusions made jointly by management, safety specialists and high school guidance counselors. As part of a program in which over 500 high school guidance counselors spent two to four weeks in actual employment, discussions were held to determine what could be done to reduce the accident frequency rates of new employees just out of school. Participants agreed the following were factors in the high rates:

1. New employees just out of school don't know about safety requirements and don't know that they don't know.

2. They have no set habit for safety, no patterns for safe living, and their environmental or emotional set doesn't include safety.

3. Their desire to please and succeed coupled with youthful impulsiveness and a lack of understanding of the nature of discipline and authority results in taking chances and short cuts.

4. It takes time and mutual interests to develop understanding between the young and the more mature thinking and experience. Good safety attitudes developed in schools are a natural bridge for understanding.

There are sound reasons why safe living in school life will carry over into industry and provide the necessary safety attitudes.

First, from one-third to three-quarters of all accidents on the job in industry could have happened off-the-job. They do not arise out of specialized work operations, skills, tools or equipment. It varies, of course, with industries. In even the most complex, highly specialized work, at least one-third to one-half of all accidents arises out of everyday situations common to all jobs and off-the-job activities as well. In office work 90 per cent or more are of this type.

Obviously then, safety in the schools consciously taught and practiced will provide good safety attitudes for safety on the job. In fact, safety should be just as important a school requirement as proficiency in arithmetic, typing or the shop and vocational skills. Unless it is achieved, we in industry will continue to be doomed to making up for this lack and the chances of lowering the high accident-frequency rates of new employees just out of school will be much poorer.

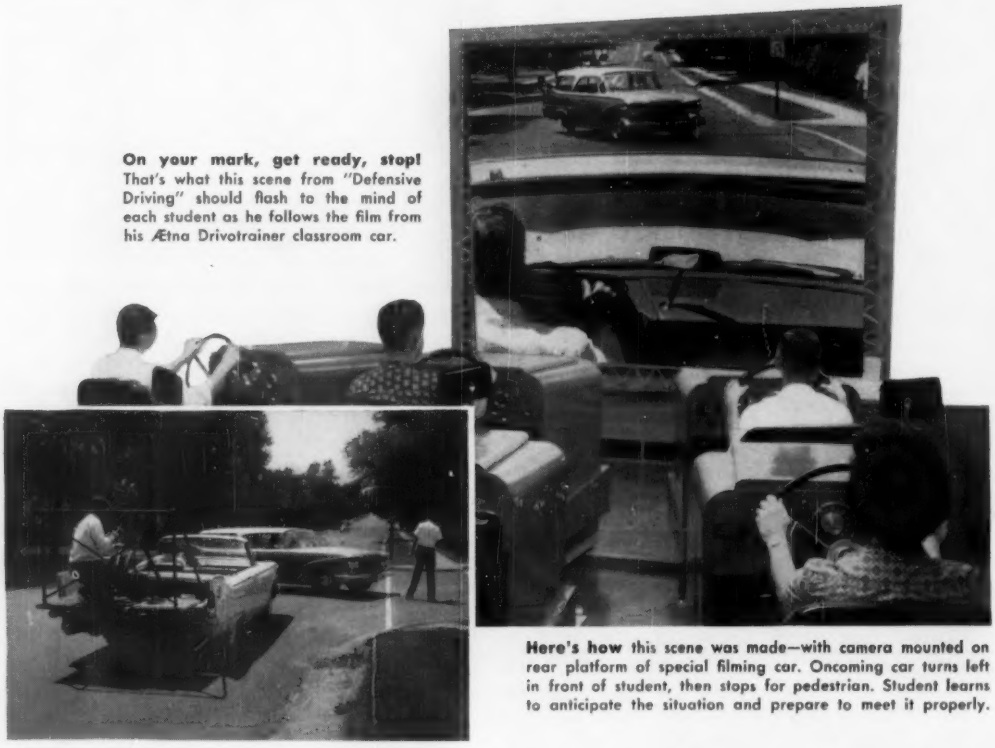
Secondly, when safety is properly taught and is practiced by students beneficial side effects are produced. Safety teaches self-discipline, gives an understanding of and compliance with authority that leads to the acceptance and fulfillment of personal responsibility. It is this failure to take personal responsibility that is the critical social problem of today. Juvenile delinquency, the slaughter on the highways, the breakdown of authority in the home and accidents of all types are just symptoms of our basic social malady.

We have the vision and the means to make safety a lifetime force. No longer should it be fragmented or compartmentalized if we are to achieve the course so clearly laid out before us. In a world in which man's physical, technical and scientific accomplishments are about to speed us afar into outer space and are providing electronic brains to help in our thinking, we seem to be lagging sadly in our social achievements. Safe living is the keystone in the arch if we are to be here to enjoy all of these new wonders. Industry will be proud to do its part●

SCENES FROM NEW "DEFENSIVE DRIVING" FILM SHOW

How the Ætna Drivotrainer system puts students in the driver's seat

On your mark, get ready, stop! That's what this scene from "Defensive Driving" should flash to the mind of each student as he follows the film from his Ætna Drivotrainer classroom car.



Here's how this scene was made—with camera mounted on rear platform of special filming car. Oncoming car turns left in front of student, then stops for pedestrian. Student learns to anticipate the situation and prepare to meet it properly.

Educators often ask us how we get such true "behind-the-wheel" feeling in every film we make for the Ætna Drivotrainer system. Mechanically speaking, the answer is easy. We simply mount our cameras in a specially modified car—*on the front seat* for "first person" shots (as seen through the driver's eyes), or *on a rear platform* for "third person" shots (as seen from the back seat).

But that's only part of the answer. More important are the weeks and months of thought and planning which precede—and follow—the filming of every sequence. For example, the newest film, "Defensive Driving," started with a discussion in April, 1960, at a meeting of the prominent safety and driving educators who comprise the Ætna Drivotrainer Curriculum Advisory Committee. Developing the script to its final form took many long hours of writing and countless conferences. Actual filming began in mid-July and was not completed until almost Labor Day. Then came editing and necessary animation—plus preparation of all the important teaching guides to accompany the film. In February or March—*almost a year after thinking started on "Defensive Driving"*—the film will be ready for distribution.

It is this combination of care, effort and skill which really put the true-to-life quality in Ætna Drivotrainer films. By simulating actual driving conditions right in the classroom, they form the very heart of the Drivotrainer system's uniquely effective and economical method of teaching correct driving attitudes and skills to thousands of tomorrow's drivers.

Pulling into a parking lot, student is confronted by passenger in adjacent car who suddenly opens door. Here the camera, mounted on the front seat, will give "driver's eye view."

Student driver learns to signal "slow down" to drivers behind him who would be unable to see car backing into street because of parked truck.

Student's view of car pulling out from roadside business establishment into fast-moving traffic. The student is forced to slow-down to maintain safe distance. Such situations would be difficult to create, without danger, in dual-control car instruction alone.

Production team on location—chief photographer, program supervisor, technical advisor from New York Board of Education, and production co-ordinator—discuss action of a scene.

Ætna Drivotrainer Curriculum Advisory Committee, composed of prominent safety and driver educators, help guide Drivotrainer system. They suggested need for "Defensive Driving," which is the 29th film produced since 1954. New films are constantly developed and revised to broaden effectiveness of program.

Development of the Drivotrainer system was financed by the Ætna Casualty and Surety Company as a contribution to education and highway safety. Ætna Casualty has no financial interest in the sale of Drivotrainer equipment but continues its public service support of the program through production of Drivotrainer films and other teaching aids, assisting in teacher training and by supplying an educational liaison service to Drivotrainer users.

Drivotrainer equipment is manufactured, sold and serviced by the Drivotrainer Division, Rockwell Manufacturing Company, Pittsburgh 8, Pa.

For information on the Ætna Drivotrainer system, write:

INFORMATION AND EDUCATION DEPT.

ÆTNA CASUALTY AND SURETY COMPANY

Affiliated with
Ætna Life Insurance Company
Standard Fire Insurance Company
Hartford 15, Connecticut

No Curriculum Is Too Crowded

• This informal survey shows how a driver education program can fit into even the busiest school schedule.

by Joseph P. Pusateri

DRIVER education as a part of a high school curriculum was practically unheard of some years back. Today it is a subject that has earned its mark as a necessity in our schools.

One needs only to review the appalling statistics of deaths, injuries and dollars lost in property damage to realize the need for driver education.

Research has proven that a high per cent of all accidents are due to human failure, and a very small percentage, to mechanical failure. It is obvious then that we must strike at the problem — "the human being." We have, through driver education, but we still need to increase our efforts.

Far too many administrators and school boards who do not properly train future drivers, excuse themselves, or even sincerely say, "We want the program, but we just can't seem to fit it in the curriculum."

There is no one definite plan for making driver education a part of the curriculum. The plan must be worked around a particular school.

A few schools were surveyed through the co-operation of school administrators and driver education instructors. The survey found many varying plans working satisfactorily in various school situations.

Some of these techniques are:

▸ Students are released from study hall for driver education.

Practice driving is scheduled all day or part time depending on the instructor's schedule.

Groups are divided into 6, 9, or 12 week courses, (all groups by periods per week scheduled at the beginning of the school year).

Class instruction for driver education, one day a week per year or two days a week per semester (the class instructor varies the number of days per semester, per year, etc.)

In many schools this plan not only includes study hall periods, but also gym, health or library periods.

▸ In order to participate in the driver education program a student must have five regularly scheduled study halls during the week.

Group "A" meets the first period Monday, Wednesday and Friday. Group "B" meets the first period Tuesday and Thursday. Thus the first period every day is used for driver instruction.

Each group keeps its schedule for the nine

Joseph Pusateri is driver education instructor, Union High School, Burgettstown, Pa.

weeks. Group "A" meets three times a week, group "B" meets two times a week. At the end of nine weeks the groups change, so that "B" meets three times a week and "A" meets twice a week.

At the end of the semester each pupil will have completed eight hours and 15 minutes behind the wheel and 25 and one-half hours of observation. Under this plan four pupils can be trained each period.

▶ Driver education is taught on a roving schedule.

A student is taken out of various classes for a period of eight weeks.

The schedule is so adjusted that the student does not miss the same class for two consecutive days or even for two weeks consecutively. Three people are in the car at one time each period for four periods a week or a total of one hour actual driving time per week.

The classroom phase is taught as a required subject for all students of a particular class.

▶ Driver education is taught with a combination of techniques.

First six weeks—classwork (30 hours)

Second six weeks—practice driving classes "A" (9 hours per pupil)

Third six weeks—practice driving classes "B" (9 hours per pupil)

Fourth six weeks—classwork (30 hours)

Fifth six weeks—practice driving classes "A" (9 hours per pupil)

Sixth six weeks—practice driving classes "B" (9 hours per pupil)

Methods of fitting course into curriculum:

a. Taking student from study hall

b. Taking student from gym

c. Taking student from activity period

d. Changing schedule to get student free the desired period (Example, changing from one English XI class period to another)

e. Using "stagger system" — where classes meet only four times a week, it is possible to get a pupil free once a week per class by this method.

▶ There are no free periods and there are two instructors.

Students must be scheduled for the entire year before the school year starts. While one instructor has pupils in the car for practice driving, the other instructor will teach theory to students assigned for driver education that period. The two instructors can rotate teaching periods and driver training periods.

▶ A school's curriculum is designed so there are no free periods and one driver education instructor.

Driver education is made compulsory for classroom work. The classes are then scheduled as any other subject. The practice driving phase may be carried on after the scheduled school day.

▶ Schools operate on half day sessions.

Driver education is scheduled in the part of the day where students are not in actual classes.

Sixteen students are scheduled in four groups, "A", "B", "C" and "D". "A" and "B" groups are assigned two hours each on Monday. For the first two hours on Tuesday all 16 students take classroom instruction. The last two hours on Tuesday are devoted to practice driving for "C" group. Wednesday has the "A" group again for the first two hours and "D" the last two hours. Thursday has the "C" group for the first two hours and the "B" group the last two hours.

On Friday all 16 students report for class instruction. "D" group has practice driving the last two hours. Such a program gives four hours of classroom instruction per week for nine weeks, a total of 36 hours. In practice driving, a student receives one hour of driving per week for nine weeks, a total of nine hours of driving.

▶ Some schools incorporate the driver education program with the health and physical education departments.

▶ Sometimes a school can't possibly adjust to a plan of any kind. A possibility of using time other than school time is advisable. (For example, before school, after school, Saturdays and during the summer.)

These are only a few of the techniques schools use for setting up driver education programs. It is hoped that this article will encourage schools who do not offer driver education to investigate various methods for incorporating the program in their schools.

Safety leaders agree education is the only hope to reduce highway accidents. Schools have the responsibility to help make America a better and safer place to live. In this, driver education plays a vital role●

by Ruth Higgins

Students' Role In Our Changing

MORRIS School is 108 years old. During its long existence the district surrounding it has changed completely. At first, it was a quiet residential area with single families living in large substantial homes, often with servants quarters and stables in the back yard. Today it is an area of multiple family apartment buildings. The once luxurious homes are now rooming houses, the quiet streets now main one-way arteries packed with fast moving traffic.

During this gradual transition period, schools and civic agencies planned programs for safe living. The city placed lights, signs, lines and policemen in strategic places. The school established a safety patrol, a safety council, and put safety in the forefront of its instructional program.

Teachers incorporated safety into all grades. They taught and frequently reviewed three basic traffic safety lessons to all first graders. Pupils from the second grade on learned how to escape from a burning building. Everyone learned how to treat a puncture wound. In addition, general safety rules prohibited students from riding bicycles to school and made them take safe routes to and from school.

But urban redevelopment was not as gradual and the faculty's safety program had a hard time keeping pace with hazardous situations accompanying the construction of an expressway, two hospitals, a parking lot and a school within a four block radius of the school.

Blanche Daugherty and Anne Howe, the safety sponsors, looked at the construction plans outlined in the paper during the summer of 1959. They foresaw the hazards—unfinished structures, machinery, pits, and they saw even greater dangers connected with demolition—partly destroyed buildings, broken glass, rusty nails, old lumber. Both decided it would be not only valuable, but essential, to interest the school in a "safety in our changing community" program. The newly appointed principal, Nora Lee Rowland, wholeheartedly agreed.

The faculty and safety council enthusiastically accepted the idea of planning safety in a changing community. Their suggestions were many—make a scrap book to keep a record of the venture; make a map of the hazardous spots; record all accidents and carefully analyze them. Every safety council member was encouraged to report any new or continuing unsafe situation or practice. (In general, the children are taught to report happenings or places—not people.) In addition, teachers decided to incorporate the safety theme into any subjects where it would be valuable. Everyone understood changing conditions might call for weekly, even daily, changes in rules and plans for safety. This understanding cleared the way for an all out effort to meet the challenge.

Early in the year, huge machinery appeared and blocked much of the sidewalk running along the west side of the school. Teachers told the children to use other streets. In some cases this meant going two blocks out of their way. Patrols were stationed at strategic points to remind the children of the change.

At the same time teachers capitalized on the opportunity for art, safety and science lessons, by taking their pupils to observe the "monsters" at close range. Thus, curiosity was satisfied without hazard. When as a result of the work of the machines, deep tunnels and huge mounds of earth appeared, the safety council attacked the problem of trespassing with its attendant hazards. Safety council representatives visited the foremen and promised cooperation if chil-

Ruth Higgins is principal, Frayser Elementary School, Louisville, Ky.

Times

dren disregarded the warnings. The foremen promised, as far as possible, to give the school warning in advance of new digging so children could be rerouted.

Since there is a large turnover at Morris, safety sponsors cannot always be sure of getting patrol members who are acquainted with the school and surrounding areas. This year, however, patrol members were experienced. The captain, Sandra Kutzera, had not only attended Morris since kindergarten and been a safety council member for years, but also she has been deeply interested in safety. As Captain of the Patrol, she developed into a real leader with insight into safety problems, alertness to hazards and courage to make her own decisions in an emergency.

One day, while checking the patrol posts, she arrived at one corner a block from school, just in time to see a digging machine start tearing up the street. Since children would be crossing in about five minutes, Sandra decided they would be in danger. She told the patrol members to proceed to a station a block away where there was a light. Here they could prevent children from going to the hazardous corner and reroute them safely to school. She then hurried back to school to explain her action to the sponsor for approval.

During the year, safety council members became increasingly aware of their roles as observers and planners in traffic safety. They suddenly realized the situation could change overnight and a child's route could become hazardous before he could get advice from school. What then—they asked. They decided that each child would have to use his own judgment. To help the pupils in case this situation should arise, they made a map of the area with traffic lights and police guards indicated. The sixth grade used this project for an oral language lesson and sent pupils to all classes to explain the necessity for choosing an alternate safe route to school in case the established one was eliminated.

Not only were the faculty and pupils active in this safety program, but the PTA's safety chairman had a deep understanding of the role of school and home in safety planning and safety education. After hearing several parents complain that their children were without protection at a dangerous intersection, she immediately brought the problem to the school. The safety council discussed the matter. Children told the council many students crossed at this unprotected corner, while few crossed at a guarded corner. This was because the new highway eliminated many rooming houses. A change in district lines increased the number of students approaching from another direction. They suggested the established posts be changed.

The sponsor explained the council would have to consult the supervisor of safety for the city school system. The children then suggested they station a patrol member at each corner to count the pupils crossing during the

to page 30

Ski for Fun

by Warren E. Gilbertson

LAST February nearly everyone saw the Olympic Winter Games at Squaw Valley, Calif. Most of you saw them the same way I did, through nationwide television. The Olympic skiers were very much interested in ski safety. Not just anyone can ski like an Olympic racer without preparing the same way. This winter, due to interest created by the Games, many persons will try the "new" sport. Only education will keep the accident rate as low as it has been for the past several years.

Taking an active role in accident prevention is the National Ski Patrol System, Inc. A volunteer first aid and rescue organization for the past 22 years, the National Ski Patrol System has gained recognition as the group to call on for wilderness, mountain and isolated area rescue and first aid. The ski patrol transports the injured—about four out of every 1,000 skiers on a hill in any day. This comes to about 20,000 injuries a year, with about 3,000, or 15 per cent, happening to a person his first time on skis. While much of our statistics are incomplete, we do know that out of the several million persons who ski every year only one or two will be a fatality. Few other sports can equal this record.

Our experience also shows that more than half the accidents happen after 2 p.m. Tired legs and changing snow conditions take their toll. A good rest and lunch can help a skier through the afternoon. Students account for the highest single accident group, while workers and athletes who use their legs have very low participation in the accident totals. The age group 13 to 21 makes up about one-fourth the ski population yet has one-half the accidents. This group is probably the "know it all"

Warren Gilbertson is chairman, Ski Safety Division, National Ski Patrol System, Inc., Arlington, Va.

and least likely to recognize that they have some limitation and are human. Lessons will help this group, for we see that after 10 lessons the rate of accidents starts down.

Observation of the skiing public finds the good skiers following the three C's for safety: conditioning, control and courtesy.

Conditioning means having your muscles in tone to respond to the demands of recreational skiing. Most skiers will never try for a place on an international team. But even fun skiing needs good leg muscles and quick reflexes. Walking, running, using steps both up and down rather than elevators, tumbling, tennis, organized calisthenics and a good, active life helps condition a person for skiing. A person in good condition gets more fun from skiing.

Skiing athletes keep in shape the year around with increased activity starting in early fall. Most recreational skiers will benefit from any preparation, but a month of building up unused muscles is far better. Deep knee bends, ankle exercises and stretching activities should be done daily.

Many tests have shown the value of conditioning. One ski club had conditioning programs for its recreational skiers for two years and not one accident. With this record, the third year they did not have a conditioning program and many members had accidents. The fourth year back again to conditioning and again no accidents. If not convinced by this, remember the spills at the Olympic Games. Most of these conditioned athletes came out with just a shaking.

Control means making the skis go where you want them to go. *The first steps to control are the steps to ski school.* Even the best go to ski school. Olympic racers have special coaches; instructors go to special refresher sessions. After we are pretty good, or think so, we can still get help from a ski school. The instructor can recognize and correct those common faults which could get a skier into a bad spot later on. Ski school is worth the time and money. Learning the skill is very important. It's learning control. Four out of five accidents are caused by skiing out of control.

Control is probably the number one of the three C's. Control is the reason for skiing. Only through control do skiers enjoy the smooth runs over the snow, twisting and turning wherever they wish. Skiing is a sport that can be enjoyed for most of a person's life. It's worth learning to ski well.

Courtesy is a lot of things—little actions that show the skier is in the know on skiing. Beginners may cluster at the top of a lift, but the experienced skier makes room for the others coming up. The experienced skier stops at the side of a run, not smack dab in the center. Others skiers will be coming down and will

Whether you snow plow or slalom, have your release bindings adjusted frequently by ski shop experts.

Courtesy is the little things — carry skis high and poles low to prevent hitting or jabbing other skiers.

need room to turn. Courtesy is just the Golden Rule: look out for the other fellow. Courtesy must continue off the ski hill. Carry skis and poles so they will not hit or jab other persons. A rude beginner is marked swinging skis that people must duck. By being courteous, the beginner has already started to look like an expert.

While we look to the three C's for general safety, there are also long lists of safety tips. A few of the hundreds are added here; any left out are not less important than these.

▸ Wax for the snow conditions. A smoothly sliding ski is easier to control.

▸ Never ski alone; a sprain on a cold northern trail is far more serious than a sprain on the practice slope where the patrol can have the injured person indoors in minutes.

▸ Wear proper clothing; a hard finish cloth does not pick up snow and get wet. Layers of clothing are better than one bulky garment. Clothing should neither be so snug that it binds nor so loose that it will snag. Above all, avoid the dangling scarf. This has been a killer on rope tows.

▸ Hot rodders are as unwelcome on the ski slopes as on the road. We call them "bashers." Racers practice only on the slopes marked for race practice.

▸ Although usually missing from lists of ski safety tips, there is one bit of advice that should make for more safe skiing: ski for fun and not to show off. Skiing is a sport where the person enjoys what he learns. No one can ski well for another! The thrill of personal accomplishment is nearly as much fun as skiing.

We have at times seen the effect of drinking and skiing. A good hot chocolate or other warm drink during a rest period will help keep a skier enjoying the entire season. Alcohol is another matter. A beer or two or a glass of festive wine can slow reaction time and reduce muscular coordination. Just as important, alcohol slows or dulls judgment and often clouds visual acuity.

Alcohol has another hazard besides making a mouse think he is a lion. Skiing is done in the cold weather months. Any temporary uplift from alcohol soon gives way to a depressed state. In cold weather the body needs to be at a high efficiency all the time. Depression could bring about a lack of agility leading to an accident.

We of the National Ski Patrol System do not think skiing is a dangerous sport. We may carry the injured down off the slope, but we also see the thousands skiing year after year without ever so much as a scratch. Too many people tend to look upon skiing as dangerous because of the plaster casts that may be carried for several weeks. The constant reminder is not a new injury each time it is seen.

The National Ski Association has a program called, "Skiing in the Schools," headed by James Russell, Educational Policies Commission, 1201-16th St., N. W., Washington 6, D. C. The mission of this program is to promote skiing by helping schools establish ski classes for their pupils. Based on the enduring value of skiing as a lifetime recreation, the program urges proper instruction either from professionally certified ski instructors or instruction under their supervision. The School Skiing program looks to safety rather than competition as well as the long range aspects of the recreation form●

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

3¾" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 blue on white JUNIOR SAFETY PATROL.

No. 44 green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN per dozen...$6.00

Lots of 25.....35c each

Lots of 50.....32c each

Lots of 100....30c each

SAM BROWNE Belts furnished in the following grade—adjustable in size. The "Bull Dog" Brand Best Grade for Long Wear—White Webbing—2" wide at $18.00 per dozen. $1.75 each in small lots.

SIGNAL FLAGS—12x18 Inches

Red cotton bunting, white lettering, "SAFETY PATROL." Per dozen.....$8.00 Less than dozen.....$1.25 each

Write for Our Safety Patrol Circular

OUR RECORD 60 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.

Standards of the State

by Lewis Spears

IN this era of increasing accidents, the public school must assume leadership in providing safety experiences and instruction that will lead pupils to form good safety practices. The school should utilize all appropriate community resources to implement its progress in safety education.

In recognition of the widespread interest in Texas in the aims and accomplishments of the public schools, the State Board of Education authorized a study of graduation requirements in accredited high schools on November 4, 1955. The study resulted in two suggestions. One recommendation was aimed at helping pupils develop a four-year high school program related to their educational and vocational needs through a school guidance plan. The other was to study the list of approved courses and to specifiy the broad objectives and general content of each course in elementary and secondary schools.

To accomplish this, 11 study commissions were set up.

The importance which the State Board of Education placed on safety and driver education in the schools was attested to by the fact that one of the eleven commissions was on safety and driver education.

The members included representatives from all of the disciplines in a school community; for example, school board members, superintendents, principals, supervisors, driver education teachers and college instructors in elementary and secondary safety and driver education. An advisory group representing national and state safety organizations worked with the Commission. Floyd Honey, principal, Monterey High School, at Lubbock, was elected chairman of the Commission, charged with the following responsibilities:

- to study present needs and practices in teaching safety and driver education.
- to recommend curricular offerings in traffic safety (driver education, school bus transportation, pedestrians, bicycles and scooters, traffic controls in and around school environs) and general safety (fire, gun, water, recreation and playground, athletics safety).
- to explore ways of integrating safety education in other curricular areas—industrial arts, for example.
- to recommend standards that would lead to adoption of uniform procedures for giving credit and to minimum required participation by the individual student.
- to explore administrative problems such as schedule making, summer programs, etc.
- to review state-adopted textbooks in safety and driver education, grades 1-12.
- to explore the advantages and disadvantages of requiring driver education as a prerequisite to graduation.
- to assist the state department of education in reviewing present curricular materials in safety and driver education.
- to recommend other needs concerning safety and driver education, grades 1-12.

Two sub-committees, one dealing with general safety and the other dealing with driver and traffic safety were established. The general safety sub-committee soon realized that it needed special advice concerning the elementary school so the services of Rubye Bennett, elementary consultant for the Texas State Education Agency were secured.

A set of principles were developed to guide local schools in their efforts to improve and enrich their curricular offerings in general safety and to protect pupils, school employees and the public. Four areas of the schools were defined

Lewis Spears is consultant in health, safety and physical education, Texas Education Agency, Austin, Texas.

and a principle was drawn up for each area as follows:

Administration—"Evidence is available that the administration accepts its responsibility to provide for the safety of pupils while under school jurisdiction and to provide safety education as an essential part of the school's program."

Instruction Program—"There is a planned instructional program in safety for each grade level and subject matter area. The school selects and plans safety experiences, methods of instruction and the use of instructional materials to meet the needs of each individual."

Environment—"Building, grounds and equipment are provided and maintained in accordance with good safety standards, and safety precautions are taken to protect students in going to and from school."

Personnel—"Each member of the school staff has competence in the safety aspects of his job."

Examples of standards

Each of these principles are further defined by a series of standards. For example, the standards for the personnel principle are:

1. An in-service safety education program is provided for all professional personnel and for other personnel working with pupil transportation, lunchroom, custodial, and maintenance services.
2. School employees show evidence of carrying on an active public relations program by: assuming responsibility on various safety committees and councils in the community, observing school district laws and regulations as related to safety for interpretation to the community and displaying knowledge of recent literature and research findings in the field of safety.
3. Each staff member is placed in his major field of interest and preparation. Persons who are teaching in their area of preparation are more skillful in using equipment related to the subject.
4. Consideration is given to the pre-service preparation of applicants in appropriate safety areas.
5. Personnel assigned to positions related specifically to safety or safety education have special training in safety education as related to the position. Personnel records indicate college credit and/or workshop credit.
6. Records of accidents involving all personnel both on and off-the-job are maintained, analyzed, and used as a basis for a personnel training program and for correction of environmental hazards.

The driver education committee also developed principles and standards under the four headings of administration, instructional program, environment for driver and traffic education and personnel.

Reports of all the Commissions were available to every superintendent in the state. Each superintendent was invited to use his school as a pilot school to try out the principles and standards that were in the reports.

Because safety and driver education is a much newer subject, a plan was developed by which the pilot schools for the safety criteria could have the help of colleges and universities in their area. "Filter centers" were set up in five institutions of higher learning. The safety and driver education instructors in the filter centers served as co-ordinators for the elementary and secondary pilot schools in their area. This involvement of the colleges and universities in the actual testing of the standards was unique and, in the opinion of the Commission, was of extreme importance. Because the colleges and universities prepare school people to carry out the criteria, their early involvement was, the Commission thought, vital to securing standards of excellence and practicability.

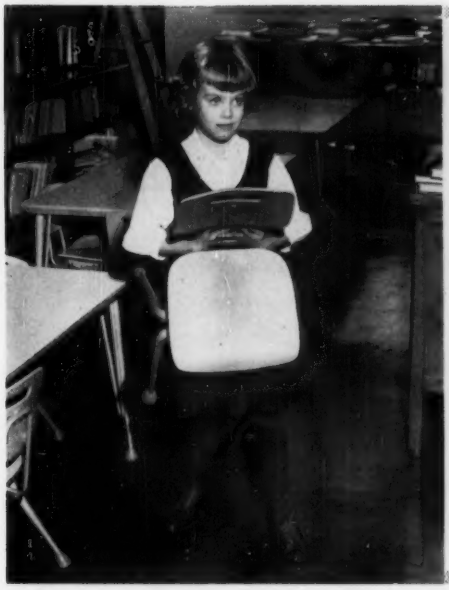
One hundred forty-one schools tried out and reported on the safety standards.

Twenty-eight were large schools, 94 medium size schools and 19 small schools. All of the schools agreed that schools must assume leadership in providing safety experiences in instruction that will lead pupils to safer living. They all accepted the principles and standards recommended by the Commission for general safety.

Pilot schools report

Of the schools reporting, 132 (representing 28 large, 90 medium, and 14 small) accepted the principles and standards recommended for driver education. Four medium size schools did not accept the standards. Five schools did not react to the section on driver education.

Of what importance are these standards to Texas and to the nation? If they become part of the accredited standards, all accredited schools will follow them. Thus both safety and driver education will be vastly improved throughout the state. They may also be used as leadership standards which will encourage local schools to assume their own responsibilities for safety and driver education and give them guide lines for so doing. The excellent cooperation between the filter centers and the pilot schools should encourage schools throughout the state to turn to their nearby institutions of higher learning for advice and guidance, a procedure which should benefit both the schools and colleges●



safety education data sheet no. 7 rev.

Lifting
Carrying
Lowering
Inanimate Objects

Magnitude and Scope of Accidents

1. Almost everyone of any age lifts, carries and lowers objects and most people do so frequently. Injuries may result from improper practices.

2. National figures are not available to show the magnitude of these accidents but industry has found that handling objects, many being lifted, carried or lowered, accounts for about one-fifth of all occupational accidents; an estimate places such accidents in the home at more than one-fourth as many in industry. Older persons in the home are particularly subject to "strain-type" accidents.

3. One school system which studied its employee accidents found that for the non-certified employees "accidents involving exertion (lifting, carrying, bending) caused the largest number of lost-time accidents both in 1958-59 and 1957-58. Approximately 50 per cent of lost-time accidents resulting from exertion were strains and sprains of the back muscles." The same school system found that in 19 per cent of the accidents to school drivers, "injuries were due to strains while loading and unloading school and cafeteria equipment." Similar strains to custodians also made up 19 per cent of their accidents. Trying to open stuck windows was also listed in their reports. The most predominate cause of accidents to stock clerk employees was lifting and stacking sacks of food stuffs.

4. The following case reports of accidents to school children and employees, while it makes no pretense of being representative, will give an idea of scope:

—A pupil strained his back while lifting a cafeteria tray.

—A pupil carrying a bucket of water to wash chalk boards in classroom bumped into a corner of a table and bruised leg muscles.

—A child running as he was carrying an empty milk bottle cut his hand when he hit the milk bottle on an obstruction and it broke.

—A child received scalds on his abdomen when the handle of a coffee pot his mother was carrying came off.

—A school boy was moving a piano which fell and broke his toe.

—One teacher, who had had serious back trouble, was incapacitated for a long time following an injury while pouring tea.

—A school custodian injured himself seriously when lifting a steel and concrete post out of the ground.

—A school engineer was injured lifting a furnace motor.

—While moving library shelves, a school custodian strained himself.

turn page

Circumstances

5. Strains, sprains, bruises and cuts are the most frequent injuries from accidents while lifting, carrying and lowering. The hands, feet and back are the parts of the body most frequently injured.

6. Some factors contributing to such injuries are:

a. handling loads that are too heavy

b. lifting or lowering with the back muscles instead of the leg muscles

c. handling load with an insecure grip and failing to watch where hands are placed

d. handling without sufficient help or failing to use mechanical equipment

e. lifting or lowering with a jerking, twisting movement of the body, or when the body is in an awkward position

f. having wet or greasy hands or gloves

g. handling before getting a firm footing

h. wearing shoes or boots which do not provide proper support

i. running or walking too rapidly while carrying

j. carrying so that the view is obstructed

k. walking backward while carrying

l. running or walking too rapidly while carrying

m. attempting to go through too small an opening for the size of the object

n. failure to inspect handles to be sure they are securely attached and in the case of materials, such as, china and glass, not cracked

7. Some types of objects which many persons lift in ordinary daily living are:

a. sacks of groceries and other purchases

b. furniture, including storing and taking out lawn furniture

c. luggage

d. pots, pans, teakettles etc.

e. laundry, dress and suit bags

f. toys, especially side-walk vehicles

g. screens, storm windows, electric fans, air conditioners, space heaters

h. garbage and rubbish cans, containers for leaves, fallen tree branches

i. sacks of fertilizer, crates of fruit, vegetables and milk bottles

j. audio-visual projectors, radios, portable TV sets

k. portable blackboards

l. special types of occupations involve special types of objects to be lifted.

Scout carries heavy milk bottles with ease by keeping his back straight. He doesn't flex arm or bend toward carton.

Safe Measures

8. **Lifting**—Before lifting any object, inspect the object to decide how it should be grasped and how sharp edges, slivers or other things that might cause injury can be avoided. If the object is greasy or wet, wipe it dry to lessen danger of its slipping. It may be necessary to turn the object over before attempting to lift

To lift: crouch close in front of object with feet solid, take firm grip, keep back straight, rise using leg muscles.

Lowering objects is just the reverse of lifting them. With a straight back, bend knees slightly to approach the floor.

Keeping back still straight but not necessarily vertical, continue to bend knees until you can set the object down.

it from the ground. In lifting an object without a handle observe the following principles:

a. Make a preliminary "heft" to be sure the load is within your lifting capacity. Size and bulk are often poor indications as to weight. If too heavy, get help.

b. Set your feet solidly. Usually it is helpful to place one foot slightly ahead of the other. The feet should neither be too close together nor too far apart. The length of your shoe has been suggested as a reasonable distance but your own feeling of firmness of balance is probably more effective than an arbitrary distance.

c. Crouch as close to the object to be lifted as possible, with legs bent at about a 90-degree angle at the knee. Sometimes it is easier to go down almost to the floor on one knee while keeping the other leg bent at a 90-degree angle. Straightening up from a full squat requires almost twice as much effort as does straightening up from a crouch.

d. Keep the back as straight as possible. It may be far from vertical, but should not be arched. In the proper position the leg muscles are in tension, ready to do the work, while the back muscles are locked so that the back is held rigid.

e. Get a firm grip on the object, lifting one end slightly, if necessary, to get one hand under it. Make sure that your hands will be protected against injury.

f. Now you are ready to lift. Straighten your legs and at the same time swing your back into a vertical position.

9. Objects with handles, such as luggage, shopping bags, brief cases, books tied with a strap and so forth are lifted with regard to the same general principles, though the crouch may be at the side rather than in front of the object, and usually one hand is used rather than two. The very familiarity of such objects may lead you to lift without due regard for the principles of lifting and such disregard may lead to trouble even with shopping bags or books.

10. Hands or gloves should be dry and free from grease and oil.

11. **Lifting over an obstruction**—It is undesirable, but sometimes essential, to lift an object over an obstruction. The obstruction puts the body in a poor position for lifting. If any other method of lifting can be used, by all means do it. If the object must be lifted over the obstruction, get down on one knee sideling up to the obstruction as close as possible and arching the back as little as possible. It will not be possible to keep the back vertical, but

Lowering dictionary, student holds it close, turns full body and then bends knees to place book on table.

the arch in the back should be minimized. Keep the load close to the obstruction so that you will not have to reach so far. Sliding the object to the obstruction may be a desirable first step. In some cases you will find it possible to brace hips against the obstruction for additional leverage. If possible, rest the object on the obstruction before attempting to lower it.

12. **Team lifting**—Sometimes an object is too heavy or too bulky to be carried by one person. The method of lifting for two is the same as for one, with the exception that one member should "call the signals" so that the operations can be synchronized. This is particularly important when straightening the leg muscles. The entire weight of an object may be shifted to one lifter if they do not lift together.

13. **Lowering**—Lowering an object to floor or ground is essentially the reverse of lifting it. Your back should be kept straight, but not necessarily vertical. Bend your knees sufficiently to lower the object to the ground. If the object has no handles, one corner should be set down first so that the fingers can be removed before the remainder of the object is set down.

14. To lower an object from a shelf or other high place:

a. Estimate the weight of the object. If it would be too heavy for you to *lift*, don't try to *lower* it.

b. Get in position so that you will be able to hold the load close to your body. The center of gravity of the load should be almost directly over the feet.

c. Turn the object so that you will be able to get a firm hold on it. If you are lowering a box, you might hold it by the two diagonal lower corners, or by a lower and an upper corner.

d. Get a firm footing.

e. Crouch down, keeping the back almost vertical.

f. Put the part of the load that is away from hands on the floor first, and remove one hand at a time from the load to prevent pinching the fingers.

15. When handling objects from shoulder level or above, the distance should be broken by resting the object on a lower shelf, table, etc. This gives an opportunity for one to get a more advantageous grip before lowering it to the floor. Moving objects from shoulder to floor level is hazardous as the handler may lose his balance and fall.

16. **Carrying**—When it is necessary to lift a heavy object and carry it to another point, you should first inspect the route over which it is to be carried, making sure that there is no obstruction or spillage on the floor on which you might trip or slip. Be sure that you can get through doors and other tight spaces without injuring your hands.

17. Never twist your body. If necessary to change directions, lift object to carrying position and turn whole body including feet. The temptation to twist usually arises in short moves but it should be resisted for safety's sake.

18. In carrying luggage or any object with a handle walk with correct posture, keeping the back straight and carrying the object at the end of the arm held normally. You should not bend toward the side of the object nor flex the arm. Changing the object from side to side is sometimes restful. If the load can be divided into two fairly equal portions, one for each hand, the weight will be balanced and easier to carry.

19. When objects are carried on a tray or in front of the body, the tray or bundle should be held at about waist level. You should always

be careful that the objects are not so large or stacked so high as to obstruct vision.

20. Whenever possible, avoid balancing a load on your hips.

21. **Team carrying**—Signals should be predetermined before the object is lifted. The leader should watch for obstruction. Sometimes it is advisable to have a person who is not carrying precede to clear the way. Those doing the carrying should walk in step.

22. **Mechanical helps**—Mechanical helps are now available for carrying tasks. Dollies and two-wheel hand trucks are now made for home use. Wheels may be secured for luggage.

23. **Lifting, lowering and carrying accidents where weight is not the prime factor**—Some accidents involve weights so light that few people would consider them hazards. These accidents are usually due to:

a. Activities involving bending or twisting the body before the lifting. The teacher who hurt herself while pouring tea was leaning over the back of a chair. The lack of importance of weight in such an accident is illustrated by the fact that some persons have been hurt leaning over to tie their own shoe laces. The only weight involved is the weight of the body.

b. Activities in carrying while running or over unsafe surfaces.

c. Body condition, either permanent or temporary.

For the first two causes, the observance of proper lifting methods, even with light objects, will avoid the accident. In the latter case, knowledge and observance of one's own physical qualifications are a preventative here as in any other accident. It is not the activity that is the prime accident cause but the physical condition, although the object carried may greatly increase the seriousness of the injury.

Special School Safe Measures

24. Chairs are carried most easily when the hands are placed at the spot where the chair back and legs join. This balances the chair. Some schools prefer to have the children drag their chairs to avoid strains. The danger of the chair catching on some obstruction makes this inadvisable. Probably the best rule is to let children move only those chairs which they can carry without strain.

25. Most schools have strict rules against allowing children to move pianos, playground equipment and other heavy objects.

General Directives

26. Physical differences make it impractical to set safe lifting limits. Neither height, weight, age nor sex is necessarily an accurate guide. One accident report received by the National Safety Council stated that a high school student on a part time job fell down the grocery stairs while carrying a 100-pound sack. He received major cuts and bruises. Even without definite limitations, we believe, most reasonable and prudent people would agree that for such a worker 100 pounds is too much.

The nearest approach to a standard is that of the U. S. Department of Labor for workers performing continuous or repetitive lifting:

Male Workers—50 pounds in compact form
Female Workers—25 pounds in compact form

27. A person can usually tell when he is handling too much because he feels strain or pull, which serves as a warning to him to secure help or reduce the load and make several trips. When help from one or more persons is necessary, the efforts should be distributed evenly among the persons. One person should call the moves to avoid confusion and resulting undue strain.

28. At no time should a person's view be obstructed by the object being lifted or carried. This is especially important when carrying a load up or down stairs, as the probability of falling is increased. Generally, help should be obtained or the load should be divided.

29. Persons continually lifting, lowering and carrying heavy objects should rest frequently. A tired person who has been carrying even moderate loads over long distances for a period of time is more subject to strain, sprain, tripping and loss of balance, also to objects slipping out of hands because of grasp weakening. Sustained strain on muscles, as a result of continued lifting and carrying, may have the same effect on a person as lifting a load with a sudden jerk.

Sources

30. *Accident Prevention Manual for Industrial Operations,* "Handling and Storage of Materials," 4th Edition, National Safety Council, Chicago, 1959.

31. *Safety Instruction Cards,* No. 55, "How to Lift," No. H102, "Lift with the Legs," No. 434, "Lifting Sacked Materials (One Man Lift)," No. 800, "Lifting for the Office Staff," and *Safetygraph,* 174.51 "How to Lift," National Safety Council.

Students' Role in Our Changing Times

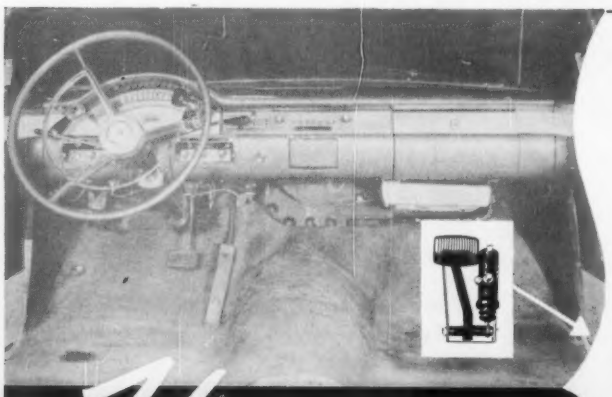
from page 19

peak quarter of an hour of school pedestrian traffic. They discovered that 10 children crossed at the protected corner and 102 at the other. They presented this information to the supervisor of safety, who forwarded it to the police and an officer visited the school to approve the change. The sponsor made sure the 10 who were crossing at the formerly guarded corner would be helped to find a safe route.

Perhaps the greatest problems in safety appeared when the expressway with its immense curving ramps was built. Two practices were started and spread like wild fire among the boys. One was riding a bicycle full speed down the ramp. The other was dropping rocks on unsuspecting pedestrians. Both trends were reported early and corrected before anyone was hurt.

This year of school-wide cooperation was an educational project of great value. The motivation was good because the project was important. Students and teachers looked ahead and planned for expected hazardous situations. When unexpected dangers came, children used their initiative to prevent accidents. They based their recommendations on facts accumulated through research, instead of making permanent serious changes based on hearsay. Teachers gave great impetus to their teaching and satisfied the children's curiosity safely by asking permission to let the children see the machines at work.

Most important of all was the philosophy which seems to have permeated the school. Each child believed he had an obligation to make every effort to achieve safety for himself and his classmates●



Hydramite

HYDRAULIC BRAKE DUAL CONTROL

(PATENT PENDING)

recommended for your Driver Training Program!

HYDRAMITE division of Stromberg Hydraulic Brake & Coupling Co.
5453 Northwest Highway, Chicago 30, Ill.

Savings!

First cost is your last cost.

Fits all cars including those with power brakes, easily transferred year after year without alterations.

Safety!

Allows instructor plenty of leg room—no fumbling for pedal. Each pedal operates independently. Positive hydraulic application.

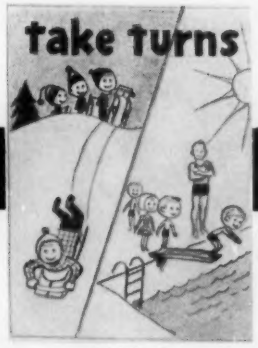
No bars or cables to confuse the student. No disturbing noise, rattles or squeaks.

Satisfaction!

Now completely accepted in high school and commercial driver training programs.

Send Now!

Order Hydramite now. Complete with approved automotive fittings and easy installation instructions, $32.35.



S-1941-A

January 1961

lower elementary

safety lesson

Safe Fun In Winter

Winter is here.
It is time for skating.
It is time for sledding.
Where shall we skate?
On a shallow pond.
Never on a deep pond.
On a skating rink is best.

Suggestions for *Fun* and *Safety* in skating.

Dress warmly.
Fasten your skates tightly.
Skate one way in a circle.
Don't cut in front of anyone.
Watch for cracks in the ice.
Watch for things on the ice.

These children are sledding.
They are waiting their turn in line, just as the children in our monthly picture are doing.
They will not cut into a line of sledders.
They will form another line to come up the hill.
When we take *turns*, there will be no *overturns*.

Can you answer these *safety questions?*

1. Name a safe place to skate.
2. What does this sign say?
3. What does the sign mean?
4. Why should we skate one way in a circle?
5. Why should we take turns in sledding?

Draw a Picture of Children Sledding or Skating *Safely*

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-1. Write the Council, 452 N. Michigan Ave., Chicago.

Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Safety on the Playground

In some places there is no snow in winter.

The children play outside on the playground.

Sometimes there is blacktop or gravel.

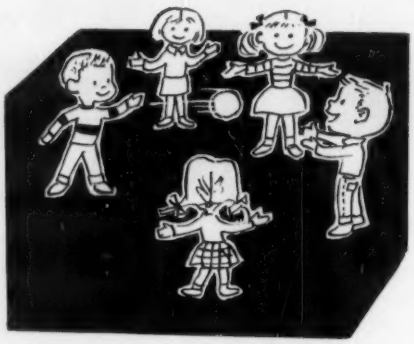
Watch out:

It may hurt if you fall down.

It may cause scratches and bruises.

You should not run and play too hard.

You should watch where you are going.



Safe Indoor Play

Sometimes the weather is too bad to play outside.

Everyone must play inside.

It is fun to run and throw a ball.

It gets very warm inside.

The floors may be slippery.

Here are suggestions for *safe play.*

Use the words in the box to tell the reasons for what you do.

1. Wear light clothing—
   so you won't get too _____.
2. Wear tennis shoes—
   so you won't slip and _____.
3. Keep your shoe laces tied tightly—
   so you won't _____ on them.
4. Keep your eyes open—
   so you won't _____ into someone.

Use These Words

warm
fall
trip
bump

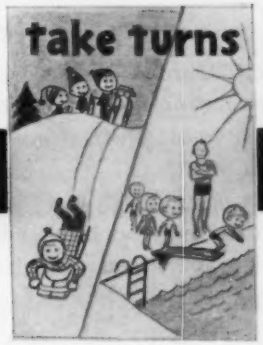
Always Remember:

Follow the rules.
Be a good sport.
A good sport is a safe sport.

January 1961

upper elementary

safety lesson



S-1941-A

Safe Sport in Winter

Winter sports are very exciting.
When the snow falls, we dash for the sledding hill.
When the ice forms, we get out our skates.
Winter sports are fun but can be dangerous.
Do you know what these dangers are?
Try to answer correctly these questions about skating.
Then compare your answers with the answers below.

1. What are two kinds of places that are *safe* for skating?
2. What two places may be *unsafe* for skating?
3. To prepare for safe skating:
   Be sure your skates are _____.
   Be sure to _____ them tightly.
4. To skate safely:
   Skate in a _____ going one _____.
   Don't _____ _____.

Answer these questions about *safe sledding*:

1. Don't slide where there are _____.
2. Form one line for going _____ and one for coming _____ the hill, as the children are doing in our monthly picture.
3. Never _____ _____ on a line of sleds.
4. Be a good _____ at all times.

Answers to Safe Skating:

1. *skating rink*
   shallow pond
2. *on deep water*
   on a river
3. *sharp*
   fasten
4. *circle, way*
   rough house

Answers to Safe Sledding:

1. *cars (or traffic)*
2. *down, up*
3. *cut in*
4. *sport*

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-2. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Outdoor Play in Winter

Sometimes there is no snow or ice.
Children may play outside on the playground.
They play on blacktop surfaces.
They play basketball, dodge ball or volley ball.
They run fast and play hard.
There are often scratched hands and faces and skinned knees.
There may be serious injuries.
Here are some suggestions to prevent accidents:

Have a committee clear the playground of sticks or stones.
Pick up all broken glass.
Keep different games separate from each other.
Know the rules and follow them.
Avoid all kinds of rough play.

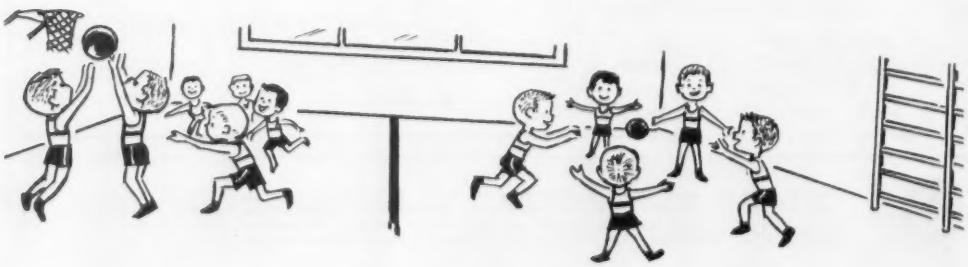
In bad weather play must be indoors.
There are basketball, dodge ball and circle games.
Children run and play hard here too.
Sometimes floors are very smooth and slippery.
Here are some suggestions for safety.
Can you give the reason for each?
Use the words in the box to fill in the blanks.

Words to Use

sport
warm
trip
slip, fall
bump into
skid

1. Wear uniforms or light clothing—
   so you won't get too _____.
2. Always wear tennis shoes—
   so you won't _____ and _____.
3. Tie shoe laces tightly; keep them tied—
   so you won't _____ on them.
4. Be alert at all times—
   so you won't _____ _____ others.
5. Pick up paper or anything that falls on the floor—
   so someone won't _____ on it.
6. Follow the rules of the game and be—
   a good _____.

"A Good Sport is a Safe Sport."



S-1942-A

January 1961

junior high school safety lesson

Traffic Tips

Looking Ahead

In the visual aid supplement above, the accident shown is termed an "accordion" type accident. In other words, the smashing together of many cars is similar in appearance to the way an accordion folds when both ends are pushed toward each other.

This type of accident is a sign of our times. Because of the tremendous increase of automobiles and the increase of miles of highway, the type of accident shown above is becoming more and more frequent. If, as many people predict, the number of cars on the road increases to 99 million by 1970, you can see how the accident problem will increase—unless we do something about it.

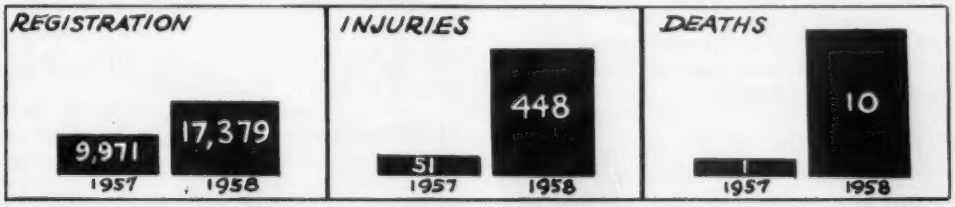
Other "Future" Dangers

Even though you are probably not old enough to drive an automobile, many of you have seen how the use of motor scooters has increased. Some states do not require an operator's license for scooters. Some states require a license but allow the license to be bought by individuals several years younger than the age required for an automobile driver license.

In 1957, a bill making it possible to operate a motor scooter without a license slipped through the Illinois state legislature. As a result, countless numbers of youngsters began operating scooters. The results are shown in the bar graphs below.

Mathematical Analysis

1. In the bar graphs, what was the per cent (to the nearest whole number) of increase—1957 to 1958—for:
   a. scooter registrations _____
   b. scooter injuries _____
   c. scooter deaths _____
2. Is it true that since there was a large increase of registrations of motor scooters that the deaths and injuries shown for the same period should be expected? (yes or no) _____
   Why? _____
3. If the same per cent of increase occurred for injuries and deaths as for registrations, what would the number of injuries and deaths be? (figure to the nearest whole number)
   a. injuries _____
   b. deaths _____
4. The *actual* injury and death totals—as compared with the *expected* injury and death totals—showed what *numerical increase?*
   a. injuries _____
   b. deaths _____
5. What conclusions can be drawn from your analysis of the graphs and from your answers to the foregoing questions? _____



Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-3. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by Vincent McGuire, professor, Secondary Education, University of Florida, Gainesville, Florida.

Answers: 1. (A) 74%, (B) 778%, (C) 900%; 2. No, because the per cents for deaths and injuries were far higher than the increased per cent for registration; 3. (A) 89, (B) 2; 4. (A) 359, (B) 8; 5. A logical conclusion might be that many unqualified persons were operating scooters, probably many under 16 years of age, with little or no training in operation of a motor vehicle.

Social Studies and Mathematics—In Action!

Based on the foregoing mathematical analysis, the Illinois legislature in 1959 repealed the law. This is a good example of how mathematics can help social studies, and how social studies can help cut down on injuries and deaths caused by accidents.

In order to help your state improve its safety record, follow the steps listed below.

1. Through research—libraries, police departments, lawyers, state motor vehicle department—find out what the exact laws and regulations are, pertaining to the operation of motor scooters.

2. Through research—local safety council, police department, state motor vehicle department—find out what the motor scooter accident picture is for your state. Determine the number of injuries and deaths for each of the past three years.

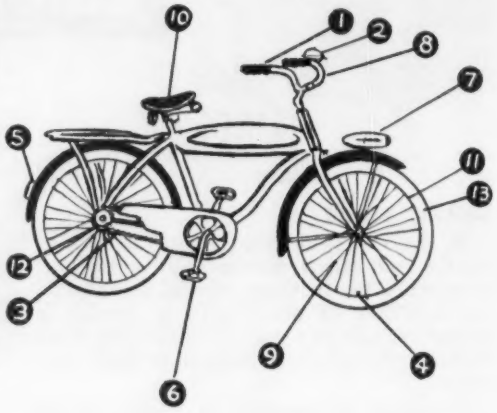
3. Compile your data in graph form for the past three years. Clearly indicate the changes taking place from year to year.

4. If your study reveals a decrease in accidents, plan an assembly and invite a local state legislator to speak on what legislation exists to protect people from accidents—and what can be done to improve such legislation.

5. If your study reveals an increase in accidents, analyze your data and develop several proposals for legislation that will decrease the accident rate. Send your proposals to your local state legislator and invite him to react to your study and proposals at an assembly program.

Help Yourself and Others Too

Study the diagram and rules for bicycle safety shown below. Organize a "Bicycle Safety Check Day" at your school and inspect all bicycles for safety violations.



1. Handle grips—are they in good condition and cemented securely?

2. Bell or horn—does it work properly?

3. Chain—does it fit properly; is it lubricated and clean?

4. Tire valve—is it leak proof?

5. Reflector—is it visible from 300 feet away?

6. Pedals—are they tight, lubricated and are bearings and threads in good condition?

7. Light—does it work properly?

8. Handle bars—are they adjusted to height of rider; are they securely fastened?

9. Spokes—are all spokes in good condition?

10. Saddle—is the saddle adjusted to height of rider; is it secure?

11. Wheels—do they turn without wobbling; are all nuts tight; are bearings lubricated?

12. Coasterbrake—does it brake evenly?

13. Tires—are tires in good condition and inflated properly?

January 1961

senior high school

safety lesson

S-1942-A

Safety and Your Future

The accordion type of accident shown in the visual aid supplement above would not have happened 30 years ago when super-highways and automobiles were comparatively scarce. Today, however, with the increasing number of super-highways, and the increasing number of automobiles, chances for accordion type smash-ups are increasing.

In order to emphasize the *new* dangers and the growing seriousness of old dangers, the National Safety Council has adopted the slogan "Safety in the Sixties." If we could look into the future, the following forecast could be made.

- 99 million vehicles on the highways by 1970.
- The National System of Interstate and Defense Highways (41,000 mile network) will be completed by 1970. This will be in addition to the thousands of miles of highways already in operation.
- Traffic signals that "sense" the constantly changing patterns of traffic and adjust accordingly.
- TV monitoring of urban expressway traffic to alert both authorities and motorists to traffic jams or accidents.
- Probably no radical changes in automobile design. Your car of the sixties may have electronic devices to warn you of cars approaching from the rear, or that you are overtaking a car too rapidly. It does not appear, however, that your car will be guided automatically along an electric highway.

Some of the foregoing items represent a real change in highways, signal lights and automobiles in order to improve safety.

The most important item that needs to be changed, however, is the human being. A recent newspaper article illustrates the point.

N. Y. Police Hand Out 5157
Arrests for Jaywalking

NEW YORK (UPI) Police handed out 5157 summonses to pedestrians during the first six weeks of enforcement of the city's anti-jaywalking law, it was disclosed yesterday.

In the same weeks, police reported a 24 per cent drop in pedestrian fatalities as compared to the similar period last year.

Analyze Human Characteristics

What are some of the human characteristics that cause accidents? Here are a few.

1. *The desire to prove you're right.* Some people—drivers and pedestrians—insist on their rights. Some achieve their (funeral) rites.

2. *The Dr. Jekyll—Mr. Hyde personality.* It's strange, but the same fellow who graciously excuses a person for bumping into him when walking, becomes a demon when driving—snarling at other drivers' mistakes.

3. *The But-I've-Always-Done-It-This-Way Personality.* This type of person won't change. He has "learned" one way of doing things—and refuses to change.

There are other types of dangerous personalities. Discuss them in class. Devise catchy names for them and sketch their dangerous actions on posters. Hang the posters in appropriate places throughout the school. Help remind your fellow students about their characteristics that endanger their lives and the lives of others.

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-4. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by Vincent McGuire, professor, Secondary Education, University of Florida, Gainesville, Florida.

Are Your Feet Killing You?

Shown below are bar graphs of pedestrian fatalities. These graphs provide many important data which can be used to combat the accident problem. Study each graph carefully and answer the questions that follow. Some questions may be unanswerable; answer only those questions for which data are provided. After each answer, put the number of the graph table from which you secured your information.

TABLE I

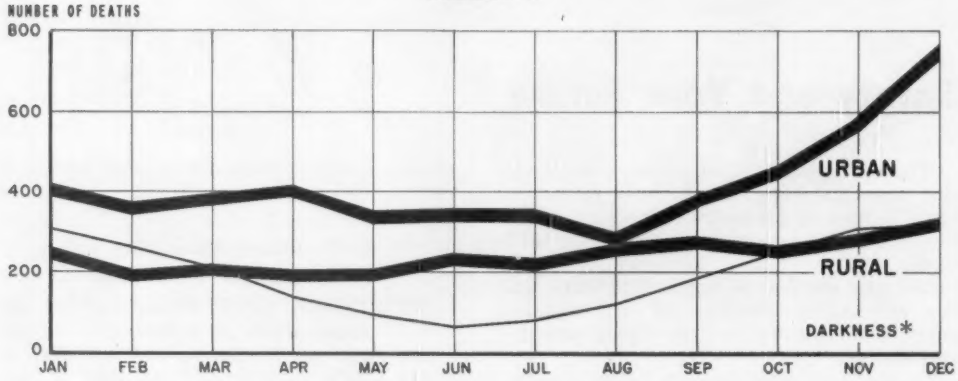
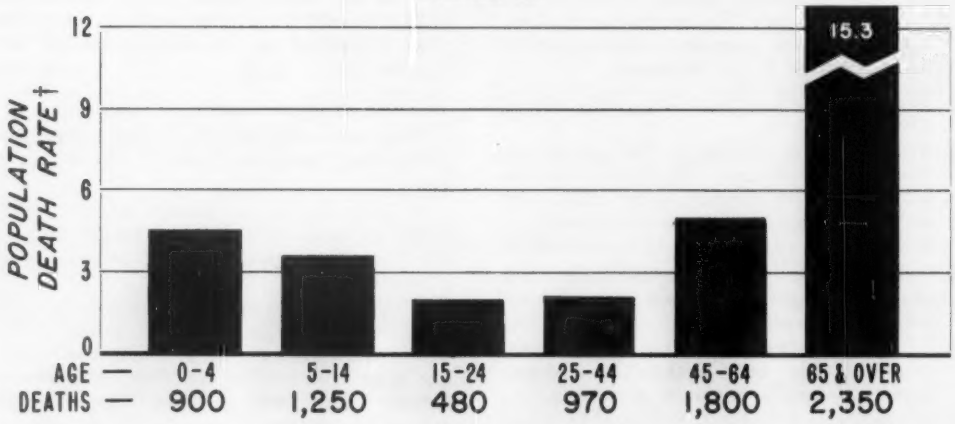


TABLE II



1. Although graph No. II indicates more persons in the 5-14 age group were killed than in the 0-4 age group, why is the bar for the 5-14 age group smaller?_____

2. In what month do most of the pedestrian fatalities occur in urban and rural areas? Urban_____ Rural_____ Table_____

3. In what month do the least pedestrian fatalities occur in urban and rural areas? Urban_____ Rural_____ Table_____

4. What was the total pedestrian deaths? _____ Table_____

5. For urban areas, is there any correlation between number of deaths and hours of darkness?_____ Table_____

Answers:

(1) Because the bars designate death *rate*, not number; (2) December—Table I; (3) Urban — August; Rural — February and April—Table I; (4) 7,750—Table II; (5) Yes—Table I.

Help Your Community

In order to cut down on pedestrian accidents in your community, make a study of the deaths and injuries in your area. Secure the aid of the local safety council and the police department in proposing new procedures to stem the tide of pedestrian accidents.

The Title Page

Books, pamphlets and films of interest to safety educators

By Lois Zearing
Director, NSC Library

The Administration of Safety in the New York City Schools, Board of Education—City of New York, Curriculum Bulletin, 1958-59 Series, No. 13, Grace F. Woodhead, Principal Researcher and Writer.

In the foreword to this important document, New York Superintendent John J. Theobald, enunciates the importance of the Manual:

"It is the purpose of this Manual to facilitate, rather than to inhibit, approved school activities. Through good organization, proper planning and adequate supervision, assistant superintendents and principals may keep preventable accidents to a minimum."

The Manual now brings New York City schools into the distinguished fold of school systems publishing a collection of essential safety information and regulations with which school administrators must be familiar. It is a compilation of New York state and city laws, and board of education by-laws and circulars. For more than 15 years it has been under consideration in the New York City schools and the research for it has been extensive.

The Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn 1, New York has been of real service in making the volume available for $1.00. Checks should be made payable to the Auditor, Board of Education. It is a certainty that every school system should have this document on file and consider developing a similar manual suitable to their own needs.

Skillfull Driving by Maxwell Halsey, Doubleday & Company, Inc., 575 Madison Ave., New York 22, N.Y. Price $3.95.

New and experienced drivers, alike, will find *Skillful Driving* of great value because this fresh approach to our accident problem is based on traffic situations. It treats the problem of safe driving in terms of what the driver sees ahead, beside and behind him. In addition it points out what the situation means to him, what he should do about it or what he should have done before he arrived at the particular situation. There are 200 situations defined and covered in this book.

This is the first attempt to educate the drivers of our nation along practical lines and should serve a major need in the area of traffic safety because it will help to mold or change the attitudes and habits of the experienced driver.

The organization, illustration and presentation of this material will not only catch the interest of the average driver but will hold that interest which, in turn, will educate him to practice better driving techniques and attitudes.

This book should be especially useful to driver education teachers in adult and advanced driving courses since it covers the area adequately and yet is sufficiently condensed to appeal to the adult driver. I am sure that those charged with the responsibility for re-educating the average driver will find an additional value when using this text in that it not only covers fundamental driving techniques but also places a heavy emphasis on attitudinal change.

The Challenge of Safety Education: An Elementary and Junior High School Safety Guide for Teachers and Administrators, State of Illinois, Office of the Superintendent of Public Instruction, 1959. 100 pages.

Administrators, teachers and supervisors will find this handbook a worthy addition to their safety libraries. It offers both administrative and curricular guidance with a complete bibliography. Extensive information is included on legal requirements for environmental safety and safety education.

George T. Wilkins, superintendent of public instruction, points out in his foreword to the manual: "School administrators and teachers hold key positions in the development of the child safety program. The cooperation of community agencies can be secured through proper organization and supervision of the school program." In this statement, Wilkins enunciates the principle that the safety education program for a school system needs good leadership to coordinate the administrative, curricular and community cooperation aspects of the job. The manual supplies an adequate "nutshell" to undergird such leadership.

News of Research

"Research remains one of the greatest needs in safety education," according to Charles Peter Yost, chairman of the School and College Conference's Committee on Research in Safety Education."

The committee will be a focal point for interchange of information on research in safety education. It will develop plans for preparing reviews of current research in the field for publication in SAFETY EDUCATION and distribution to members. The committee was created after a Conference survey of 155 safety education supervisors who requested more information on research.

Yost, chairman of the Department of Safety Education at West Virginia University, will be assisted by the following: vice chairman—Warren J. Huffman, University of Illinois; secretary—Edwin B. Angier, Los Angeles City Board of Education; and an executive committee including Frazier Damron, University of Wisconsin; Herbert J. Stack and Leon Brody, both of New York University; William A. Mann, Michigan State University, and Forest R. Noffsinger, Northwestern University.

Serving as consultant to the group, which numbers over 150 members will be Herbert J. Stack. Coordination of the collection of studies and their referral to members for reviews prior to publication will be handled by Frazier Damron. The committee is anxious to receive abstracts of recently completed studies, particularly those written to meet masters and doctoral degree requirements. They should be sent to Damron at the University of Wisconsin, Room 4002 Stadium, Madison, Wis.

Editorial——

Packaged Like Eggs

MORE than 5,000 traffic victims would be alive today if they had been wearing seat belts. These people died last year in automobile crashes. Seat belts could have spared hundreds of thousands more from suffering, sorrow and disability.

We know this from years of crash injury research. Yet seat belt users make up a ridiculously small per cent of motorists. Recently, the American Medical Association, the United States Public Health Service and the National Safety Council promoted seat belts with the campaign slogan: "It's Smart to Use Seat Belts." Here's why:

▸ In a crash, if you're without a seat belt, you'll fly forward at the same speed the car was traveling. You're not hurt until you hit something. Seat belts prevent you from hitting something or lessen the impact. This can mean a minor injury instead of a major one—living instead of death.

▸ Seat belts keep you inside the car. Chances of death are five times greater if you're thrown out. In the car, held in place by a belt, you are 60 per cent safer.

▸ In a sudden swerve or crash, the driver wearing belts is kept behind the wheel and thus has a better chance of controlling his car.

The fact that seat belts are the best single means of helping you in case of a crash is no longer questioned. They why don't more people have them and wear them?

Many people are the "I don't have accidents" kind. We have to tell these idealists that although they may be good drivers (then again they may not be) not everyone on the road is. Someone could crash into them. Many innocent folks are maimed this way!

We also meet the group who say they only drive in the city and at low speeds, so they really don't need seat belts. How uninformed! They apparently haven't heard that two out of three auto deaths occur less than 25 miles from home. Nearly half of the fatalities happen at speeds less than 40 mph. These victims likewise were "only going to the drugstore," "only picking up children" or "only driving from work."

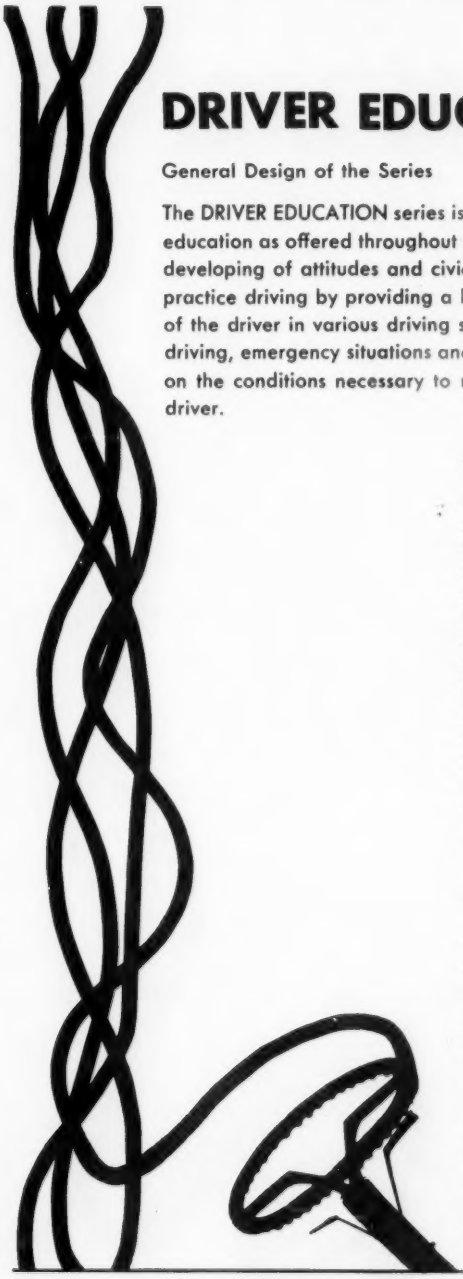
Then there's the sophisticated group who think they're citing logical explanations, "I don't want to be trapped in a car and drown or be burned." Their logic is fallacious, however. Seat belts release instantly, and they are especially valuable in such crashes because they help you remain conscious so you can escape. Auto deaths by drowning or fire are so infrequent (less than one per cent) that they seldom appear in accident statistics.

The largest group of people say belts are a bother. Yet they would agree that lying in a hospital for months would be more of a "bother." Their rationale simply points up the fact that they haven't been convinced of the value of seat belts. For this, we're to blame —we who know but haven't talked loudly or strongly enough.

People in-the-know not only have seat belts, but wear them constantly. Some insurance companies have so much faith in their value that they've cut rates for drivers who use them. The federal government recently recommended that seat belts be installed in all federally-owned motor vehicles. Twenty-one states report that their official agencies use seat belts, while 18 driver education associations recommend that seat belts be used in all driver education cars. And we just heard that England's Queen Elizabeth and Princess Margaret have ordered their personal limousines equipped with seat belts.

One of the top research men in the fatal crash field, Alfred Moseley from Harvard University, explained how eggs are packaged in cartons to prevent them from knocking against each other. He said the purpose of seat belts is the same—to make us good for breakfast in the morning●

nnm



DRIVER EDUCATION

29 films on problems of driving

General Design of the Series

The DRIVER EDUCATION series is designed to supplement the class-room phase of driver education as offered throughout the United States. Its main objective is to emphasize the developing of attitudes and civic responsibility. It also strengthens the effectiveness of practice driving by providing a better understanding of safe driving habits. All aspects of the driver in various driving situations are shown. Problems in highway driving, city driving, emergency situations and human relations in traffic are presented with emphasis on the conditions necessary to make each person a safe, more efficient, and happier driver.

Films in the series:

OVERVIEW
PHYSICAL CHARACTERISTICS OF THE DRIVER
PERSONALITY OF THE DRIVER
ATTITUDES, EMOTIONS AND HABITS
ALCOHOL AND DRUGS
THE DRIVER'S LICENSE
MECHANICS OF THE CAR
SAFETY FEATURES
THE NATURE OF THE ROADWAY
TRAFFIC CONTROL
NATURAL LAW
MAN-MADE LAWS
LAWS, ENFORCEMENT AND COURTS
PREPARING TO START AND STARTING, STEERING, STOPPING, BACKING
DOWN SHIFTING AND EMERGENCY STOPS AND TURNS
PARKING AND BACKING INTO A STALL AND SKILLS ON HILLS
ACCIDENTS
STANDARD SHIFT DRIVING
PRACTICE DRIVING IN TRAFFIC
DEFENSIVE DRIVING
DEFENSIVE ACTION
CITY DRIVING
HIGHWAY DRIVING
PEDESTRIANS AND CYCLISTS
OTHER USERS OF THE HIGHWAY
ADVERSE CONDITIONS
NIGHT DRIVING AND EMERGENCY SITUATIONS
PURCHASE AND USE OF THE CAR
MAINTENANCE
LIABILITY AND INSURANCE

NET Film Service
Audio-Visual Center
Indiana University
Bloomington, Indiana

Please send detailed information on DRIVER EDUCATION

Organization_____

Name_____

Address_____

City_____ Zone_____ State_____

Protect Your School Children

Enroll Now in the National Safety Council's

School Bus Safety Service

For School Bus Fleets

If you are charged with the responsibility of providing safe school bus transportation for the children in your school district, you realize the great importance of your obligation. The community depends upon you to guard the lives of their children in going to and from school and it is your duty to do all you can to make this transportation safe.

The National Safety Council is now offering a School Bus Safety Service to help you carry out an effective driver safety program. The service recognizes safe driving performance by your school bus drivers, provides monthly safety reminders for each driver and contains materials for administering the program.

The administrator of each school district is provided with a regular flow of materials designed to help him maintain an effective program.

The service also establishes a standard method of accident reporting and provides a means to measure the performance of the fleet and the individual driver.

The Council's School Bus Safety Service is now being used by fleets throughout the nation, covering more than 15,000 drivers. Many of these bus fleets report that the service has been highly effective in reducing school bus accidents. Show your community your real interest in the safety of students by using this effective school bus driver safety service. Write *today* for a free brochure and sample copies of material showing how easy it is to enroll in this service.

Mail to: NATIONAL SAFETY COUNCIL, 425 N. Michigan Ave., Chicago 11, Ill.

Please send me a descriptive brochure and sample copies of materials included in the School Bus Safety Service:

NAME _____ **TITLE** _____

ORGANIZATION _____

ADDRESS _____

CITY _____ **ZONE** _____ **STATE** _____

NUMBER OF DRIVERS _____

Printed in U.S.A.

411.03—011